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ABSTRACT

Described is Project ADAPT (A Developmental Approach to Psychomotor Transfer), a validated program used with 808 primary grade children, some with learning difficulties, over a 3-year period to enhance academic readiness and self esteem through psychomotor training. An introductory project summary explains program objectives, the needs assessment procedures, program procedures, and evaluation results (all objectives met). Also noted is development by the project of assessment and instructional techniques for improving psychomotor skills. The program guide provides detailed information on setting up the program and instructional techniques. Contained in the section on screening is the ADAPT Movement Survey, intended to screen a class of 25 students in gross motor skills in about 20 minutes. Guidelines are given for using the survey for individualized programing. Approximately 10 activities are detailed for each of the following psychomotor areas: sensory motor, body awareness, balance-bilaterality, laterality and directionality, auditory perception, visual motor and hand and eye fine motor, form perception, and academic transfer. Each activity is described in terms of name, equipment needed, aim, procedure, variations, observations, and correction. A major section provides a sample program which includes information on class structure, a schedule of psychomotor areas to be emphasized and equipment to be used, a list of the necessary elements of the ADAPT lesson plan, 60 lesson plans, a criteria and evaluation schedule, a group evaluation chart, a list of home activities for parents, a list of equipment and vendors' addresses, a bibliography, and a list of tests. (DB)

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A VALIDATED PROJECT

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PROJECT ADAPT

A DEVELOPMENTAL APPROACH TO PSYCHO-MOTOR TRANSFER

A GUIDE TO MOVEMENT AND LEARNING

Prepared and Compiled

By

Wah-Leeta Steele, A.A., B.A., M.S.

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EC104157

PROGRAM AREA: LEARNING READINESS TITLE III, E.S.E.A.

I PROJECT TITLE: ADAPT - A Developmental Approach to Psycho-motor Transfer

II LOCATION: Fairview Elementary School
408 East Broadway
Fairview, Oklahoma 73737

III SOURCE AND LEVEL OF FUNDING:

Expenditures of Federal Title III, E.S.E.A. funds and local funds

Grant Period	Federal Funds	Other Funds	Total Funds
7-1-72 to 6-30-73	$ 18,000	$ 1,111.13	$ 19,111.13
7-1-73 to 6-30-74	$ 17,000	$ 71.00	$ 17,071.00
7-1-74 to 6-30-75	$ 14,450	$ 927.41	$ 15,377.41
	$ 49,450	$ 2,209.54	$ 51,669.54

IV PROGRAM START DATE: July 1, 1972

V BRIEF DESCRIPTION OF PROJECT:

GOAL

To enhance academic readiness and self-esteem through a properly structured psycho-motor training program.

OBJECTIVES

1. The average ability student in grades 2 through 4 will make an average reading gain of 1.1 year as measured by the Metropolitan Achievement Tests during the year of participation in the ADAPT project.

2. The average ability student in grades 2 through 4 will not show a decrease in the mid-percentile rank of the Primary Self-Concept Inventory during one year of participation in the ADAPT project.

3. Project ADAPT will produce average mid-percentile ranks on the Primary Self-Concept Inventory at the 50th percentile or above for students in grades 2 through 4 during end-of-year testing after a year of participation in the project.

CONTEXT

The district's population can be classified as rural. The school is located in a county seat community of approximately 3,000. The public school population is approximately 825 which includes 78 or 9.5% low-income families as based on district Title I low-income information. Twenty-five percent of the students are bussed from the rural areas. The ethnic composition reflects that of the city; approximately 2% American Indian, 98% White and no Blacks or Orientals. The average family income of the students in the school was approximately $9000 according to the average salary of Waldon Incorporated.

The number of children involved in the project was as follows: 1972-73 (K-4) 285; 1973-74 (K-4) 281; and 1974-75 (K-4) 242.

NEEDS ASSESSMENT

The need for a developmental psycho-motor transfer program to enhance academic readiness and self-esteem in all students is supported by research and a local survey.

Research indicates that 59% of all students in 56 elementary Dayton, Ohio schools (1970) exhibited some kind of an educational problem. In the primary grades the greatest deficiency was in the psycho-motor area concerned with the initiation of auditory, visual, tactile and kinesthetic stimuli, for which conventional curriculum organizations do not provide.

The national trend for self-esteem in grades 1-12 decreases as the child progresses from grade to grade, documented by Coopersmith (1959), and more recently Soars and Soars (1972). A significant decrease usually occurs at the elementary, jr. high and high school levels.

A four year survey was made from local results on the SRA achievement tests in which indicated 25% of the students had been functioning below level for the past four years. Also, according to the informal Movement Skills Survey the students (N-269) in K-4 in the Fairview Elementary School had impaired performance in 48% of the skills checked.

An emperical needs assessment was developed by obtaining baseline data for the years 1968 through the spring of 1972. The SRA achievement tests were used during 1968 through 1971 to measure achievement. The IQ scores of the students through 1972 did not decline significantly. Reading scores decreased on a cross sectional basis from mid-percentile rank of 73 in the beginning of grade one to a mid-percentile rank of 57.2 by the end of grade 4. This decrease of 16 percentiles indicates a loss of almost 3/4 year in reading grade equivalent scores. Math achievement scores also declined in previous years from 1968 through spring of 1972. The loss in math was about 1.4 year drop in gradeequivalents.

Considering the declining self-esteem scores at the elementary level on a national basis, the local declining academic achievement scores and the local movement survey's indicated developmental lags, it was concluded that a structured psycho-motor approach was warranted.

PROGRAM DESCRIPTION

Through in-service training dealing with diagnosing specific learning difficulties, teachers were encouraged to look at certain developmental lags from a motor point of view. Achieving varying degrees of success with children not qualifying for special education served as an incentive for the staff to study further the possibilities of psycho-motor training. Out of a need to do more for the child who had mild to average learning difficulties Project ADAPT evolved and was implemented the Fall of 1972. It was based on the hypothesis that learning readiness and self-esteem may be enhanced through properly structured psycho-motor activities.

Movement is essential to life. We move our lungs to breathe, our jaws to eat, our eyes to see, and our feet to walk. Movement is also the key to learning. Initially our movements are gross and inaccurate, but through feed-back and monitoring they become more refined. We become able to use our eyes to read, our lips and tongue to speak, and our fingers to write. Through movement children interact with their environment. They move, monitor, adjust, generalize, and build concepts. This developmental process is sequential with each process building upon the other earlier less refined process. An interruption in this process may cause a developmental lag and faulty generalizations upon which future concepts will be built.

No claims are made that psycho-motor training alone will improve a child's ability to read, write or do math. To affect intellectual abilities, cognitive bridges must be built into movement activities directly and obviously. The staff does believe that psycho-motor training can promote academic readiness, correct developmental lags and possibly offset future learning problems.

All students in grades K through 4 participate in the program. All students were included on the premise that learning difficulties exist in varying degrees and that all students can gain from developmental activities.

Each class is divided into four groups of four to six students. Each group receives 20 minutes a day of psycho-motor training at one of four ADAPT stations located in the gym, on the school stage and in an adjacent room.

Each of the student groups is homogeneously organized according to the areas in which they need training and whether they are auditory learners or visual learners. The activities are determined by the areas in which that groups needs training, the variance being within the activity for individual differences.

Each of the three paraprofessionals and the teacher have a home group with whom they work. The teacher rotates with each paraprofessional once a week to maintain close supervision and observation of all her students in psycho-motor training and to structure for transfer.

Students are individually programmed into appropriate activities on the basis of the ADAPT Movement Survey.

The activities programmed for children are structured to fit varied levels of readiness, to assure success and to build upon that success to higher developmental levels.

For maximum benefit, the activities involve the child in forms of thinking, listening, and following directions, as well as in psycho-motor training.

The equipment used in the program's psycho-motor activities include the following; scooter boards, crawling cubes, crawling boards, rocking boards, barrels, skip ropes, incline mat, readiness mats, thud balls, trampolines, jump standards, cage balls, geometric shape floor mats, playground balls, ankle weights, mirror, body concept templates, tak tracks, bean bags, wrist weights, colored inch cubes and designs, parquetrys, plain inch cubes and designs, pegboards, designs and pegs, bells, sponge balls, tangrams and puzzles, hoops, poi poi balls, directional mat, suspended balls, Dubnoff Program, pop alots, bongo drums, sound box, double series of 8 full note bells, developing learning readiness, stepping stones, low training beams, snap walls, pen lights, Perfection game, Alpha board with keys, math boards, counting boards, multiplication boards, jumping boards, cones and tires.

In initiating the program a four session in-service workshop was conducted for administrators, teachers and paraprofessionals. Also, a three session workshop was conducted for parents and interested persons in the community. The second and third year of the project training workshops were provided each Fall to familiarize teachers, paraprofessionals, parents and interested persons with the program. Three-hundred seventy people have attended these workshops. These training workshops included the theory and principles of psycho-motor base for learning; sequential development; observation diagnosis; task analysis; transfer techniques of psycho-motor activities involving and applying cognitive concepts; structuring divergent thinking; creativity and ingenuity; positive reenforcement; humanistic approach techniques; the importance of early school success, task completion, structuring activities at child's success level; the value of always stopping a child on a success rather than a failure and the overall idea of a gradual and nonpressured training style.

The procedure for each session was to take an area and describe number of activities designed to strengthen the child's skills in that area.

Using the various apparatus, psycho-motor activities were demonstrated and discussed as to what to look for performance wise, the implications of the activity, and what goals to work toward.

EVIDENCE OF EFFECTIVENESS

The following report is the second year final report for Project ADAPT E.S.E.A., Title III, prepared by Ronald G. Schnee, Ed. D., Evaluation Specialist and Research Coordinator for the Oklahoma City Public Schools.

Methodology

All test results utilized in the present evaluation were obtained from regularly scheduled ADAPT Project testing. Beginning with the 1973-74 school year, Metropolitan Achievement Tests were used for the first time; before 1973-1974, the SRA achievement battery was used. The change was due to a test service problem. Adopting a new series of tests presents a problem to most teachers and administrators, and, as a result, test gains during the first year of adoption are usually lower than previously. Some of the variables involved are familiarity with administration procedures of the new test, the objectives around which the test was developed, and confidence in and utilization of the results. The following test were included.

Type	Kindergarten	Grades 1-4
Achievement	N/A	Metropolitan Achievement Test
Self-Esteem	Primary Self-Concept Inventory	Primary Self-Concept Inventory
Psycho-motor	ADAPT (11 subscales)	ADAPT (11 subscales)
Readiness	Metropolitan Readiness Test	N/A

Statistical Analyses

Correlated t-tests were calculated to determine whether significant gains occurred in self-esteem at each grade level. Criterion gains were established for the other objectives, and these will be reviewed in the present report in the results section.

In order to determine whether the psychomotor scales correlated significantly with reading and math achievement, a VARIMAX factor analysis was computed. This analysis determined the intercorrelations, but, more importantly, it determined the general factors with which each test correlated.

Validity

The validity of the various scales were established by the VARIMAX factor analysis. This type of procedure established the concurrent validity of the scales by analyzing how they correlate with other relevant scales, but also by determining if the scales are measuring anything differently from the other scales. The general factors which resulted from the process are as follows;

Cognitive, Affective and Psycho-motor Factors

I	II	III
Skipping	Eye Tracking	Writing
Rope Jumping	Hand-eye	Body Awareness
Agility	Static Balance	Form Perception
Dynamic Balance		

IV	V	VI
Auditory	Reading	Self-esteem
	Math	
	Ability	

Factors I-IV above were determined statistically from the 11 ADAPT scales. The 11 scales "clustered" according to their intercorrelations within each factor, i.e., the scales within each factor are measuring, at least in part, the same general factor. Furthermore, a scale within a given factor "measures" that factor more than any of the other five factors.

Therefore, concurrent validity results because the scales within a factor are concurrently measuring the same general factor. The six factors given above could be titled as the following:

Factor	Assigned Title
I	Large motor
II	Eye-hand
III	Visual-perceptual
IV	Auditory
V	General learning
VI	Self-concept

Reliability

The reliability of factors, I, II, III, IV, and VI had to be computed, since these measures are not nationally normed. Because the ADAPT factors I-IV are composed of several smaller scales with Likert-type responses, it was decided that internal consistency measures of reliability were not appropriate and that test-retest reliabilities were needed.

These test-retest estimates of reliability were calculated using the Pearson Product-Moment coefficient of correlation over the longest period of time possible: 2 semesters. The reliability estimates which resulted had the greatest possible stability over time. Most test-retest reliabilities span only a few weeks of time with a small pilot group. ADAPT reliabilities were on all of the students in the program and covered about 8 months in time. It was surprising, therefore, that any of the reliabilities were significantly greater than a zero correlation.

TABLE I

MEANS, STANDARD DEVIATIONS, AND RELIABILITIES
OF THE ADAPT PSYCHO-MOTOR FACTORS

Scale	Name	Maximum Score	Mean*	Standard Deviation*	Pearson r_{tt}
I	Large motor	20	14.4	2.75	.18 (n.s.)**
II	Eye-hand	15	10.5	2.13	.44
III	Visual perceptual	15	8.4	1.96	.62
IV	Auditory	5	3.3	1.57	.45

* Means and standard deviations were presented for third graders only during spring testing.

** A correlation of .393 or greater was required for significance at the .01 level of confidence. Only factor I had a poor reliability over two semesters.

As indicated in Table I, psycho-motor factors II-IV had reliability coefficients which were greater than the minimum required of 0.393. The visual-perceptual factor, number III, had the highest reliability (.62) and was the most stable over the two semesters. Only factor I, large motor development, had a poor reliability (.18) which was not significantly greater than a zero correlation at the .05 or .01 levels of confidence. This is not completely surprising because 2nd, 3rd, and 4th graders are still developing their large motor skills rather rapidly, and, within the groups, they develop these skills at different rates and at different times.

The reliability of the Primary Self-Concept Inventory, factor VI, was determined by the Kuder-Richardson 20 formula. This is an internal consistency estimate of reliability, and this technique was selected because of the doubts that many people have about students faking responses and not answering consistently. The KR_{20} r_{tt} = .68, which is significant at the .01 level of confidence and is considered as "highly reliable".

Evaluation Results

Objective 1. As indicated in Table II, p. 9, the average ability student in grades 2-4 gained an average of 5.6 percentiles above the nationally normed expected growth of 20 percentiles (or 1.0 grade level). This resulted in an overall average reading growth of 1.3 years on the grade equivalent norms.

The average growth within each grade level ranged from a low of 0.8 year in grade 2 to a high of 1.9 years in grade 3. Therefore, it was concluded that Objective 1 was met during one year of participation in the project.

Objective 2. The average ability student in grades 2-4 had a mid-percentile growth in self-esteem which exceed the expected norms by 1.4%tiles. This was equivalent to a 1.1 years' gain, and did result in Objective 2 being met. The self-esteem gains ranged from a low of -2.1%tiles in grades 4 to +4.5%tiles in grade 2.

Objective 3. The end-of-year mid-percentile ranks in self-esteem of each grade level (2-4) exceeded the criterion average of the 50th percentile. These self-esteem scores placed the students above the norming group in each of the three grade levels. The average scores ranged from a low of 61.6%tiles in grade 2 to a high of 70.2 percentiles in grade 3. This also seems to reverse the national trend of declining self-esteem scores by older students.

The project's contribution to the improvement of learning readiness, reading ability and the student's self-esteem is significant because the psycho-motor strategy provides a means for the child to experience success as he prepares for success in the regular school curriculum. The students in grades 2-4 have indicated reading growth on the reading battery of the Metropolitan Achievement tests and positive self-esteem on self-esteem inventories.

Certainly an educationally significant component of the ADAPT project was its development of an assessment technique and instructional technique for improving student's skills in the psycho-motor domain. An assessment instrument of 11 visual-perceptual motor auditory scales was developed for measuring student's growth in psycho-motor area. The 11 scales are: skipping, rope jumping, agility, dynamic balance, eye tracking, hand and eye, static balance, writing, body awareness, form perception and auditory discrimination. Growth occurred on 3 factors which resulted after factor analyzing the 11 scales. The net growth in grades 2-4 was positive for all 3 factors. (Psycho-Motor Table)

Factors

I	II	III
Skipping	Eye Tracking	Writing
Rope Jumpi[illegible]	Hand-eye	Body Awareness
Agility	Static Balance	Form Perception
Dynamic Balance		

In order to determine whether the psycho-motor scales correlated significantly with reading and math achievement, a VARIMAX factor analysis was computed. This analysis determined the intercorrelations, but more importantly, it determined the general factors with which each test correlated.

All test results utilized were obtained from regularly scheduled ADAPT Project testing. Test used were as follows for grades 2-4: Achievement - Metropolitan Achievement tests; Self-Esteem - Children's Self-Esteem Inventory; Psycho-Motor - ADAPT Movement Survey (11 subscales). The ADAPT Movement Survey subscales are skipping, rope jumping, agility, dynamic balance, eye tracking, hand and eye, static balance, writing, body awareness, form perception and auditory discrimination.

These intercorrelations were analyzed by the VARIMAX factor analysis program to produce some of the most interesting findings related to the ADAPT Project. As a result of 1974-75 testing in grades 2-4, the following general correlation factors occurred:

Factors

I	II	III
Skipping	Eye Tracking	Writing
Rope Jumping	Hand-eye	Body Awareness
Agility	Static Balance	Form Perception
Dynamic Balance		

IV	V		VI (Grade 2 only)
Self-esteem (Fall Only)	Reading	Writing	Dynamic Balance
	Math	Body Awareness	Static Balance
	IQ	Form Perception	
	Self-esteem	Auditory	

As indicated, the first three factors are the same as before, and their subscales were combined to obtain scores for each student. Factors I and III are strong, separate factors; factor II is rather a loosely-knit combination with static balance as the lowest correlated member. As shown in factor VI, static balance correlates higher with dynamic balance in grade 2 only. But for students in grade 3 and 4, factors I, II, and III should be composed of the subscales listed.

During the Fall of the year (pretesting), self-esteem was a separate factor (IV). But during post testing in the Spring, self-esteem correlated with the subscales in factor V, which is the largest and most general learning factor of the six factors.

Factor V, which could be considered as the IQ/Achievement factor, had several subscales in it which reinforced much of the rationale of the whole ADAPT Project, i.e., that perceptual-motor, auditory, and self-esteem variables correlated with reading achievement and mutually support one another.

The reader should notice that the writing, body awareness, and form perception subscales which compose factor III are all contained in factor V. Therefore, these three subscales, along with auditory, emphasize the need for considering these as basic skills which are necessary for the learning of reading and math, and for feeling good about yourself as a student (self-esteem).

TABLE II

1973-1974 TEST RESULTS

Grade Level	Test Time	ACHIEVEMENT: Percentile Rank								PSYCHO-MOTOR: Raw Scores								
		Reading			Mathematics			Self-esteem			I			II			III		
		N	X	S	N	X	S	N	X	S	t-ratio*	N	X	S	N	X	S	N	X	S
2	Pre	52	55.0	30.8	52	43.2	27.5	58	67.1	30.6		50	10.6	3.2	50	7.4	2.2	49	7.0	2.4
	Post	56	51.3	25.5	54	53.1	32.5	56	61.6	24.3		52	11.9	3.1	52	8.3	2.5	52	9.4	2.4
	Gain	-3.7%tiles; +.8 yr			-5.1%tiles; .7 yr			-5.5%tile			0.83		1.3			.9			2.4	
3	Pre	52	49.4	28.2	52	45.2	28.0	50	69.4	24.0		48	12.4	3.1	49	8.5	2.3	45	9.3	2.1
	Post	58	67.9	25.2	58	62.5	27.3	63	70.2	21.7		56	14.0	3.5	58	10.2	1.9	58	12.8	2.6
	Gain	18.5%tiles; 1.0yr			17.3%tiles; 1.9yr			1.8%tile			0.41		1.6			1.7			3.5	
4	Pre	74	62.1	22.0	74	58.0	28.7	69	65.5	21.9		64	12.3	3.7	64	9.4	2.1	64	9.5	2.3
	Post	72	65.1	28.5	72	55.4	30.1	72	63.4	23.7		72	16.6	3.2	73	11.3	2.0	70	12.7	2.0
	Gain	3%tiles; 1.0yr			-2.6%tiles; .9 yr			-2.1%tile			-0.45		3.8			1.9			3.2	
Average Gain		+5.6%tiles; +1.2yr			+3.2%tiles; +1.3yr			+1.4%tile; +1.1yr			+2.35		+2.23			+1.70			+1.7	

*For self-esteem, a t-ratio of 2.02 or greater was required for gains to be significant at the .05 level of confidence.

Project Adapt

"A Developmental Approach to Psycho-Motor Transfer"

If you have never thought of learning as motor based, please try to think of it that way for the next few minutes. Psychologists have been saying since 1700 that all we know comes through the senses. Neurologists have been saying for 50 years that human beings learn through movement. Yet at age six, we place the child in a three foot cubical and expect him to learn. We assume that the child has developed and matured to the point that he is ready for academic problem solving. Can we be intellectually honest in making this assumption? We know that children grow and mature at different rates.

HYPOTHESIS

Learning is motor based and can be systematically developed on a movement basis to promote academic readiness.

A Foundation for Learning

"The child learns what he knows through the machinery of his body."

"Motor activities play a major role in intellectual development."

"Focus on development, as opposed to remediation should be our primary commitment."

"Movement and learning are reciprocle throughout the life of the individual."

With such respected people as Frostig, Ayres, Barsch, Getman, Kephart, and others making statements like the above, it seems educationally sound to do more work with all students in developmental motor activities.

Developmental psycho motor transfer training may help build the foundation for learning. This foundation includes sensory motor systems, sensory motor integration, gross and fine motor coordination, language, and form perception with major emphasis on body awareness and balance as related to gravity. This developmental process is sequential with each process building upon the other. ADAPT is a success oriented program with each child working at his own developmental level.

Every child experiences success.

We do not promise that psycho motor training alone will improve the child's ability to read, write, or do math. However, we do believe that with proper transfer training a psycho motor program can build a foundation for academic learning.

We do not promise that psycho-motor training will eliminate learning problems in the classroom. We do believe that psycho-motor training with proper transfer techniques can be a means through which we can help our children reach their potential. It is a way of looking at learning. It is a way of helping children develop.

Project ADAPT is not a physical education program. We are not primarily concerned with physical fitness. Although we are concerned with physical dexterity, our primary concern is the child's psycho motor development and self esteem.

Organization

Each child receives 20 minutes structured psycho motor training every day. Each class is divided into four groups. The groups are homogenous in the areas in which they need training. The basic criteria of grouping is determined by whether the child is an auditory learner or a visual learner.

The activities are determined by the areas in which that group needs training, the variance being within the activity for individual differnces.

Three aides and the teacher each have a home group with the teacher rotating with each aide once a week. This gives the teacher the opportunity to observe all her students in psycho motor training and better structure for transfer.

Each group rotates daily to the four ADAPT stations. The stations are located in the gym, stage and the fine motor/auditory training room.

Activities

The various and numerous activities depend upon the developmental needs of the child, beginning with Gross sensory motor, body awareness, balance and then progress to Fine Motor visual motor, auditory awareness and form perception.

Equipment

Mats, rocking boards, scooter boards, barrels, bells, cones, sandpaper cards, form boxes, mirrors, body position cards, bilateral boards, trampolines, jump ropes, geometric mats, directionality grids, cage balls, bean bags, balls, suspended balls, templates, peg boards, parquetry blocks, auditory training tapes, directional-spatial pattern boards, visual perception materials, numeral mats, letter mats, number boards and letter boards.

Evaluation

Observation of the staff and periodic check lists are utilized to keep a current appraisal of the program so that needed modifications can be made when necessary.

Annual evaluation will be in the form of pre and post tests in the following areas:

Academic Achievement	**- Metropolitan**
Movement Skills	**- ADAPT Movement Survey**
Self-Concept	**- Primary Self-Concept Inventory**
Draw-A-Person	**- Student samples on file**
Handwriting	**- Steele-Bergman Handwriting Scale**

Philosophy

The Fairview School District believes that when any human being is lost or diminished, everybody loses because something is gone that cannot be replaced. The implementation of the ADAPT program is to provide for the educational development of the total person. By using a psycho motor approach in this project, every child will become involved to improve his psycho motor skills in order to aid achievement in his educational endeavors.

"Every failing child is an embarrassing reminder to education that too little is known about the dynamics of human learning."

Ray Barsch

ACKNOWLEDGEMENTS

For a project such as ADAPT to be developed and succeed, many people were involved. The project staff was Don Friesen, Marilyn Clinesmith, Nina Eason, Marita Schwind, Jane Eitzen, and Nancy Friesen. Another important group was the teachers. They were Freda Bergman, Sherre Bradshaw, Phyllis Hilterbran, Edith Medley, Flavia Moyers, Ann Patterson, Betsy Powers, Donice Rippetoe, Linda Slater, Roberta Swearingen, Ilene Van Meter, Bonnie Voth, Nancy Tripp, Betty Gripe, Susan Shelby, Vicki Woods, Kathy Fuzzel, Sarah Reames, Mary Jean Knoll, Yvonna McDonald, Sandy Schultz, and Gail Wedel.

A necessary element was the support of our administration: Don Friesen, our principal and Project Director; Bob Van Meter, our superintendent; and the school board.

Also the support of the community and parents has been appreciated.

Recognition is necessary for the many educators who have worked in this area and for whose ideas we are most grateful. Some are Montessori, Piaget, Kephart, Frostig, Barsch, Ayres, Cratty, Getman, Caldwell, Pyfer, Wheeler, Edson, Sister Sibyllina and many others.

The cover of this guide was designed by Kathie Dyche.

To unlock learning the key must be found.

Wah-Leeta Steele
Assistant Project Director

"shko - thi u pa the"---Osage
(to move - to learn)

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INTRODUCTION

Out of a need to do more for the child who has mild to average learning difficulties and from results of developmental research, the staff of Fairview Elementary School began to consider psycho-motor development in relationship to academic problems.

If you have never thought of learning as motor-based, please try to think of it that way. Psychologists have been saying since 1700 that all we know comes through the senses. Neurologists have been saying for 50 years that human beings learn through movement. Yet at age six, the child is placed in a three foot cubical and expected to learn. Educators assume that the child has developed and matured to the point that he is ready for academic problem-solving. Can that assumption be made?

Movement is essential to life. We move our lungs to breathe, our jaws to eat, our eyes to see, and our feet to walk. Movement is also the key to learning. Initially our movements are gross and inaccurate, but through feed-back and monitoring they become more refined. We become able to use our eyes to read, our lips and tongue to speak, and our fingers to write. Through movement children interact with their environment. They move, monitor, adjust, generalize, and build concepts. This developmental process is sequential with each process building upon the other earlier less refined process. An interruption in this process may cause a developmental lag and faulty generalizations upon which future concepts will be built.

From study and achieving varying degrees of success with children, Project ADAPT, A Developmental Approach to Psycho-motor Transfer, evolved.

Project ADAPT is based on the hypothesis that learning readiness and self-esteem may be enhanced through properly structured psycho-motor activities.

No claims are made that psycho-motor training alone will improve a child's ability to read, write, or do math. To affect intellectual abilities, cognitive bridges must be built directly and obviously into movement activities. Psycho-motor training can, however, promote academic readiness, correct developmental lags, and possibly offset future learning problems.

STEPS IN SETTING UP A PROGRAM

I. SCREENING

The first step in setting up a program is the assessment of the child's psycho-motor development. This is done either by administrating the ADAPT Movement Survey or by careful diagnostic observation.

II. PROGRAMMING

The criteria for individual programming for each child according to the ADAPT Movement Survey is included in this section.

III. PSYCHO-MOTOR AREAS

This section includes area definitions, behavior diagnosis, and activities that require equipment and some that require no equipment.

SENSORY MOTOR

BODY AWARENESS

BALANCE BILATERALITY

LATERALITY DIRECTIONALITY

AUDITORY PERCEPTION

VISUAL MOTOR

FINE MOTOR

FORM PERCEPTION

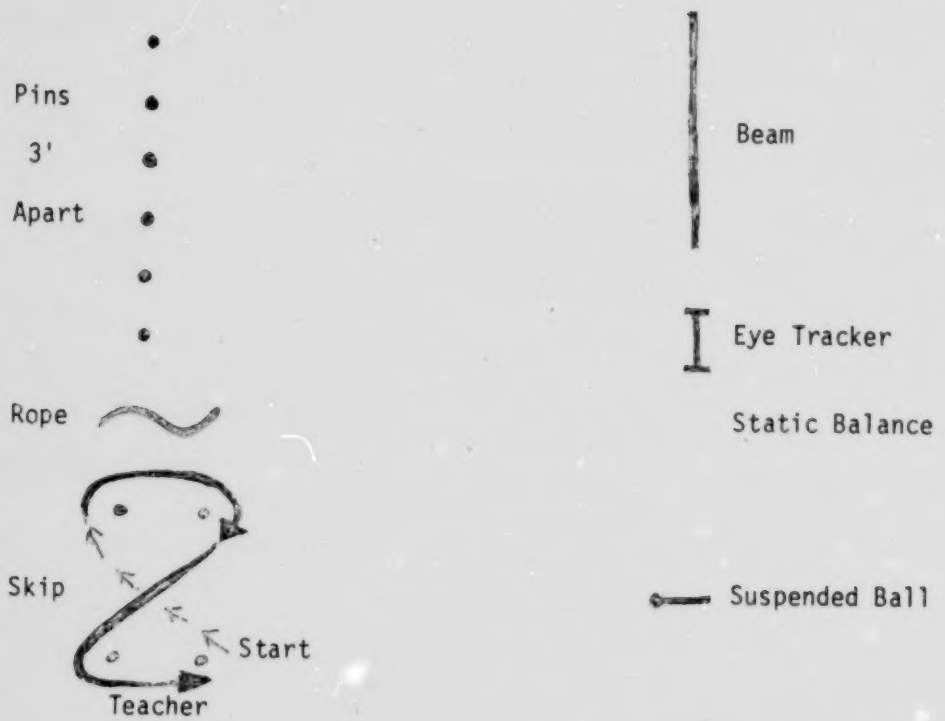
ACADEMIC TRANSFER

IV. A SAMPLE PROGRAM

The program structure used by the ADAPT staff for the year 1974-1975 includes structure of classes, schedule of areas and equipment, lesson plans, on-going evaluation criteria, evaluation class chart, home activities of parents, equipment and bibliography.

ADAPT MOVEMENT SURVEY

Using the ADAPT Movement Survey, a class of 25 students can be screened in gross-motor skills in about 20 minutes. The Survey may be given all at once or in parts. After being briefed on the criteria, volunteer mothers may score the activities, especially the balance beam, eye tracker, static balance, and ball. By setting the course as follows, one child can do all areas in sequence, and the scoring is easier.



The writing, body awareness (draw a man), and form perception sections of the survey may be given in the classroom as a writing assignment.

Using a sheet numbered from one to forty, the auditory discrimination section may be given as a group in the classroom. This paired-word test has some pairs which are different and some which are the same. The child writes "S" for same and "D" for different, but only mistakes on the different words are tabulated. To administer this test, the teacher stands at the back of the room so that the students can not see the teacher's lips as she reads the paired words.

ADAPT MOVEMENT SURVEY

STUDENT_____ TEACHER_____ DATE_____
GRADE _____ MALE_____ FEMALE_____

1. Severely Impaired
2. Mildly Impaired
3. Adequate
4. Good
5. Excellent

ACTIVITIES		COMMENTS
Skipping (figure 8)	1 2 3 4 5	
Rope Jumping (5 forward, 5 backward)	1 2 3 4 5	
Agility (shuttle run)	1 2 3 4 5	
Dynamic Balance (balance beam)	1 2 3 4 5	
Eye Tracking (eye tracker)	1 2 3 4 5	
Hand and Eye (ball)	1 2 3 4 5	
Static Balance (one foot, eyes closed, open 8 seconds)	1 2 3 4 5	
Writing (copying)	1 2 3 4 5	
Body Awareness (draw a man)	1 2 3 4 5	
Form Perception (circle, plus, square, triangle diamond - copy from board)	1 2 3 4 5	
Auditory Discrimination (Wepman)	1 2 3 4 5	

ADAPT Movement Survey
Criteria

A 1-to-5 rating scale was used. 1, for severely impaired; 2, for mildly impaired; 3, for adequate; 4, for good; and 5, for excellent. Children rated 1 or 2 need considerable training in the skill or skills in which they are impaired. Children rated 3 should have training; and children rated 4 and 5 can also benefit from movement education.

CRITERIA FOR EVALUATING MOVEMENT SKILLS - The following criteria was used to standardize observations of the evaluating team.

Skipping (figure eight pattern)

5 - Smooth relaxed rhythmic alternating motion.
4 - Smooth rhythmic alternating movement.
3 - Rhythmic alternating movement.
2 - Jerky, broken.
1 - Movement not alternating - gallop - hopping.

Rope Jumping (all grades - five forward - 2,3,4 - five backward)

5 - Smooth relaxed rhythmic jumping with no misses.
4 - Rhythmic jumping with no misses.
3 - Continuous jumping with only one backward miss.
2 - Continuous jumping with no more than one miss forward and/or two backward misses.
1 - Not jumping continuously - more than one miss forward - more than two backward misses.

Agility (Shuttle run) 6 pins, 3 feet apart

5 - Smooth rhythmic directional change with minimum of motion. Running.
4 - Smooth directional change - running.
3 - Running.
2 - Running wide or jerky running.
1 - Knocking over one or more shuttles - missing shuttle - walking.

Dynamic Balance (Walking forward across a walk rail bare-footed)

5 - Smooth rhythmic slow walking - eyes on target.
4 - Slow walking - eyes on target.
3 - Eyes not on target. Can lose balance but must not fall off.
2 - One step off.
1 - Two or more step offs. Running.

Tracking (Eye-Tracker was used - a device with a rolling marble)

5 - Smooth rhythmic even eye movement with continuous focus on marble.
4 - Eye movement with continuous focus on marble.
3 - One eye movement regression allowed.
2 - Two eye movement regressions and/or head movement.
1 - More than two eye movement regressions and/or excessive head movement.

Hand and Eye (ball)

Kindergarten (4 inch rubber ball bounced chest high from distance of 15 feet

5 - Catches ball 5 out of 5 times.
4 - Catches ball 4 out of 5 times.
3 - Catches ball 3 out of 5 times.
2 - Catches ball 2 out of 5 times.
1 - Catches ball 1 out of 5 times.

1st - 3rd Grades (Starting from his nose, child touches swinging ball at arms length with index finger. The ball is placed midway between shoulder and elbow and is swinging in an 180 degree arc. Child must touch ball before it swings three times to score in each trial.)

5 - Touches swinging ball 5 out of 5 times.
4 - Touches swinging ball 4 out of 5 times.
3 - Touches swinging ball 3 out of 5 times.
2 - Touches swinging ball 2 out of 5 times.
1 - Touches swinging ball 1 out of 5 times.

Static Balance (Standing on one foot - left and right - eyes open and closed for 8 seconds.)

5 - Good balance left and right foot - eyes open and closed.
4 - Balance with slight weaving with eyes open or closed.
3 - Balance with weaving. One touch allowed.
2 - Two to three touches same foot or one touch each foot.
1 - Hopping - four or more touches same foot - two or more each foot.

Body Awareness (Draw a whole man)

5 - Well proportioned, detailed drawing of a man.
4 - Well proportioned drawing of a man.
3 - Drawing of a man with no major parts missing. Arms and legs in approximate positions.
2 - Slightly unproportionate. May omit one major part: ears, neck, nose, hand fingers, feet.
1 - Unproportionate or more than one major part omitted or grotesque.

Form Perception (Copying from board - circle, plus, square, triangle, diamond)

5 - Well formed - no dog ears - no pressure points - continuous motion.
4 - Proper form - few pressure points.
3 - General shape - correct number of sides.
2 - Slight rotation or form distorted.
1 - Severe form distortion or rotation.

Writing (sample of child copying from board; sentences on following page)

5 - Smooth correctly formed letters with correct spacing.
4 - Correctly formed letters with correct spacing.
3 - Correctly formed letters with few spacing errors and few pressure points.
2 - Distorted letters and/or spacing errors and/or pressure points.
1 - Mis-formed letters - making a letter the wrong direction, bottom to top and/or severe spacing errors.

Auditory Discrimination (Wepman Auditory Discrimination Test) Errors counted on differences only.

Five years old - 5 - 4 errors or less
4 - 5 errors
3 - 6 errors
2 - 7 errors
1 - 8 or more errors

Six years old - 5 - 3 errors or less
4 - 4 errors
3 - 5 errors
2 - 6 errors
1 - 7 errors or more

Seven years old - 5 - 2 errors or less
4 - 3 errors
3 - 4 errors
2 - 5 errors
1 - 6 or more errors

Eight years old - 5 - 1 error or less
4 - 2 errors
3 - 3 errors
2 - 4 errors
1 - 5 errors

TESTING

Have each student draw a whole man and a sample handwriting. Use 8½" x 11" paper.

Listed below is the criteria to use for the handwriting samples. This may be done during the regular penmanship time. The child's name and the date should be on each paper.

KINDERGARTEN

Copy from the board on unlined paper the following information:
- Name
- Copy, "They are big."
- Forms: circle - plus - square - triangle - diamond

FIRST GRADE

Copy from the board on lined paper the following information:
- Name
- Date
- Numerals 1-10
- Copy, "They are big. The dogs play."
- Forms: circle - plus - square - triangle - diamond

SECOND GRADE

Copy from the board using lined paper the following information:
- Name
- Date
- Copy, "This is a sample of my best handwriting."
- Numerals 1-10
- Forms: circle - plus - square - triangle - diamond

THIRD GRADE

Use notebook paper, and copy the following from the board:
- Name
- Date
- Write, "This is a sample of my best handwriting."
- Numerals 1-10
- Forms: circle - plus - square - triangle - diamond

FOURTH GRADE

Use notebook paper, cursive writing and copy from the board the following:
- Name
- Date
- Write, "This is a sample of my best handwriting."
- Numerals 1-10
- Forms: circle - plus - square - triangle - diamond

Note: Allow plenty of time so students don't feel rushed to finish. Do not administer before or after a recess.

PROGRAMMING FROM THE ADAPT MOVEMENT SURVEY

1. Severely Impaired
2. Mildly Impaired
3. Adequate
4. Good
5. Excellent

Color Code: Color code on Individual Profile Chart as follows:

(1) red (2) yellow (3) green (4) blue (5) brown

Color code ones first, then twos, etc. If two colors applicable lower score will be colored. 4 and 5 code only applicable for Body Awareness, Balance Static and Dynamic, Hand and Eye, Form Perception and Auditory.

SKIPPING:	1 Dynamic Balance Laterality Body Awareness Vestibular Balance Reflex (righting)	2 Dynamic Balance Laterality Body Awareness	3 Dynamic Balance Mid-line
JUMPING ROPE:	1 Mid-line Temporal-Spatial Dynamic Balance Body Awareness Reflex (righting) Vestibular Balance	2 Mid-line Temporal-Spatial Dynamic Balance Body Awareness	3 Mid-line Temporal Spatial
AGILITY:	1 Temporal-Spatial Eye-Body Body Awareness Laterality Reflex (righting)	2 Temporal-Spatial Eye-Body Body Awareness Laterality	3 Temporal-Spatial Eye-Body
DYNAMIC BALANCE:	1 Dynamic Balance Body Awareness Temporal-Spatial Vestibular Balance Reflex (righting)	2 Dynamic Balance Body Awareness Temporal-Spatial	3 Dynamic Balance
EYE TRACKING:	1 Visual Motor Mid-line Visual Hand and Eye	2 Visual Motor Mid-line	3 Visual Motor

HAND AND EYE:	1 Hand and Eye Visual Motor Temporal-Spatial Eye-Body Kinesthetic Visual	2 Hand and Eye Visual Motor Temporal-Spatial	3 Hand and Eye
STATIC BALANCE:	1 Static Balance Body Awareness Reflex (righting) Kinesthetic	2 Static Balance Body Awareness	3 Static Balance
WRITING:	1 Temporal-Spatial Fine Motor Hand and Eye Form Perception Directionality Tactile Visual	2 Temporal-Spatial Fine Motor Hand and Eye Form Perception	3 Temporal-Spatial Fine Motor Hand and Eye
BODY AWARENESS:	1 Body Awareness Temporal-Spatial Kinesthetic Tactile	2 Body Awareness Temporal-Spatial	3 Body Awareness
FORM PERCEPTION:	1 Form Perception Hand and Eye Fine Motor Directionality Tactile Visual	2 Form Perception Hand and Eye Fine Motor	3 Form Perception
AUDITORY:	1 Auditory Sensory Motor Auditory	2 Auditory	3 Auditory

INDIVIDUAL PROFILE CHART

Student_____ Teacher_____ Date_____

SENSORY MOTOR																
VESTIBULAR																
REFLEX																
TACTILE																
KINESTHETIC																
VISUAL																
AUDITORY																
BODY AWARENESS																
BALANCE STATIC																
BALANCE DYNAMIC																
LATERALITY																
DIRECTIONALITY																
MID-LINE																
FINE MOTOR																
VISUAL MOTOR																
EYE-HAND																
EYE-BODY																
TEMPORAL-SPATIAL																
AUDITORY																
FORM PERCEPTION																

5 Excellent
4 Good
3 Adequate
2 Mildly Impaired
1 Severely Impaired

Check if further testing is needed_____. Why?

ACADEMIC SKILLS
(READING, WRITING, SPELLING, MATH)

ABSTRACT INTEGRATION	FORM PERCEPTION FORM CONSTANCY FIGURE GROUND SPATIAL RELATIONSHIP POSITION IN SPACE HAND-EYE COORDINATION		
TWO-DIMENSIONAL CONCRETE MATCH	VISUAL VOCAL	VOCAL AUDITORY	KINESTHETIC VOCAL
	VISUAL MOTOR	AUDITORY MOTOR	VISUAL KINESTHETIC
PERCEPTUAL MOTOR MATCH	VISUAL MOTOR COORDINATION HAND-EYE BODY-VISION OCULAR MOBILITY		
	AUDITORY AWARENESS IMAGERY MEMORY MOTOR FIGURE GROUND DISCRIMINATION LOCATION		
SENSORY MOTOR INTEGRATION	FINE MOTOR COORDINATION WRIST HANDS FINGERS		
	GROSS MOTOR COORDINATION LOCOMOTION DIRECTIONALITY LATERALITY BALANCE BODY AWARENESS		
SENSORY MOTOR SYSTEMS	AUDITORY DISCRIMINATION KINESTHETIC DISCRIMINATION TACTILE DISCRIMINATION NORMAL REFLEX BEHAVIOR VESTIBULAR FUNCTION VISUAL DISCRIMINATION		

Sensory Motor

John is ten years old. The muscles of his shoulders are like tightly twisted ropes that are ready to kink.

Jane has bruised and skinned knees and elbows. Just walking down the hall, she may fall.

Although her hearing test showed normal, Ann may not respond when her name is called or may look up and around in a searching manner.

Fred confuses slight differences in letters and numbers, copying a for d; 2 for 3; or n for m.

These children may have sensory motor problems.

Sensory motor systems basically involve one input modality. Although other modalities may be involved, the emphasis is on one input. These systems deal with awareness and discrimination of input and reflex behavior. Because often assumed instinctive rather than learned, these systems are overlooked. These systems are vestibular function, normal righting reflex behavior, kinesthetic discrimination, tactile discrimination, auditory discrimination, and visual discrimination.

The righting reflex relates to the position of the head in space and helps build normal posture and muscle activity. The result of these righting reactions, as they differentiate the movements of the body parts and integrate the movements of right and left sides of the body, is bilateral motor integration and refined body awareness. Discrimination kinesthetic, tactile, auditory, and visual begin with stimuli versus no stimuli, and progress through degrees to awareness of similarities and distinguishing features of the stimuli. An example of auditory discrimination at the beginning level is noise versus no noise, and progresses to identifying the bell tones of "c" and "d" in sequence. Visually, the lower level is light versus no light and progresses to distinguishing a square from a triangle, on to the discrimination of letters and words. Kinesthetic discrimination involves tension versus non-tension or relaxation.

Behavior Diagnosis:

Tension - Muscle tone (over tight, or over relaxed) usually most noticeable in shoulder area.

Falling - When child gets out of balance and is unable to catch himself.

Posture - Abnormal; often position of head not aligned.

Noise - Unable to locate sounds, unaware of sounds. Teacher may say a word, child may mispronounce the word, teacher says word again, child does not seem to hear his mistake and mispronounces the word again, looking puzzled.

Vision - Has trouble tracking a pen light.

Activity: BRUSHING

Aim: To develop kinesthetic and tactile awareness of one's self by pressure versus non-pressure

Procedure: Teacher says, "Brush your body as I am doing, until your hands tingle. Name the parts of the body as you brush them: legs, back, etc."

Variation:
1. Memory - Demonstrate then they do task.
2. Divergent thinking - Can you think of another place to brush? (hair, ears, etc.)
3. Convergent - Which is the hardest place for you to brush?
4. Include in the naming of parts left and right

Observation: Are they really brushing vigorously?

Correction: Stress and work for pressure brushing.

Activity: RELAXATION

Aim: To develop in the child the awareness of tension versus non-tension

Procedure: Teacher says, "Lie down on the floor (a towel, rug or mat may be used) and as I count to three I want you to breathe deeply three times." Count to three and talk in a slow monotone. "Now close your eyes and imagine you are floating on a cloud. I am going to count to seven and as I count, I want you to feel yourself relax."
"One, feel your feet relax."
"Two, feel your legs let go."
"Three, feel your body relax."
"Four, feel your shoulders let go."
"Five, feel your hands relax."
"Six, feel your neck let go."
"Seven, feel your face and head relax."
Voice tight and fast. "Now you are going to push down on the floor as hard as you can to a count of seven."
"Seven, feel your head push."
"Six, feel your neck push."
"Five, feel your hands and arms push."
"Four, feel your shoulders push."
"Three, feel your body push."
"Two, feel your legs push."
"One, feel your heels push."
"harder, Harder, HARDER, LET GO. Good!" Repeat the seven relaxation steps. "Good!"

Variation: Have the child just push down with one part of his body and then relax or let go.

Observation: To check change in the muscle tone between tension and relaxation, the observer may need to touch the child to feel if muscle tone is changing.

Correction: For the child with problems in this area, do the following: One child, one teacher relaxation activity. Child lies on back, on floor or table. Each number below is held for a count of five with a let go or relaxation count of five. Do not rush the count of five either on the tension segment or the relaxation segment.

1. The child pushes his toes away against your hands. (Let go)
2. The child pulls his toes toward himself against your hands. (Let go)
3. The child presses feet together. (Let go)
4. The child pushes feet out against your hands. (Let go)
5. The child raises heels about 6" off floor and hold. (Let go)
6. The child pushes down with heels so that body is bowed so you can slip hand under the child's body, hold. (Let go)
7. The child raises upper torso about 6" off floor, takes a deep breathe and holds for a count of 5, blows out and holds for count of five. (Let go)
8. The child stretches arms out to side and tries to push fingers up as you push them down. You are at the head pushing down. (Let go)
9. The child pushes against floor with shoulders. (Let go)
10. The child pulls shoulders up and tries to touch them together in front. (Let go)
11. The child pulls shoulders back and tries to touch shoulder blades in back. (Let go)
12. The child tightens his neck by pulling chin down in front. (Let go)
13. The child tightens his neck by pushing head back and down in back. (Let go)
14. Place your hand on the side of child's jaw. He pushes against your hand to the left for a count of five and let go, and to the right for a count of five and let go.
15. The child grits teeth. (Let go)
16. The child opens mouth as wide as he can. (Let go)
17. The child pushes tongue against back of teeth. (Let go)
18. The child closes his eyes as tight as he can. (Let go)
19. The child opens his eyes as wide as he can. (Let go)

Activity: SPINNING

Aim: To develop vestibular balance by stimulating the vestibular system by slow circular movement

Procedure: Teacher says, "With your arms at your side, turn around slowly to the count of four. Ready, go. One, two, three, four. Now turn the other way to a count of four. Ready, go."
"Put your arms straight out at your sides, turn slowly to a count of four. Ready, go. Now the other way-go. Put your arms over your head as high as you can reach, turn slowly on a count of four. Ready, go. Now the other way-go."

Variation: 1. Turn around completely twice to count of eight.
2. Do the activity with eyes open, then eyes closed.

Observation: Are the turns smooth and controlled with the position of the head erect?

Correction: Do rocking activity with this child.

Activity: ROCKING

Aim: To develop the righting reflex system to keep the head erect as the body slowly changes direction

Procedure: Have the children sit cross-legged, Indian style, on the floor and slowly rock from side to side then rock front and back. Do rocking to a slow count.

Variation: 1. Stand up and rock with feet apart.
2. Change the speed of the count and rocking.
3. Use a rocking board.

Observation: Is there jerkiness with the head not erect or slow to react to directional change?

Correction: Do this activity very slowly and perhaps to music.

Activity: WHERE AM I

Aim: To develop auditory location skills in the child

Procedure: Teacher says, "Listen: I want you to close your eyes and use your ears to find me. (Blindfold may be used) I am going to move around the room and when I say, "Where am I?", You point to where your ears say I am. Keep your eyes closed, and when I say "now" look and see if your ears were right." Move around the room and say "Where am I?" several times. Remember sounds to the extreme left or right are easier to locate than those directly in front or behind the child.

Variation: 1. Use bells or drums for the auditory clue.

2. Let one of the children be the one who says, "Where am I?"
3. Vary the distance and ask the children if you are close or far away.

Observation: Are the children pointing in the wrong direction?

Correction: Continue this activity and praise any progress. A little peeking does not hurt but encourage the child to use his ears and peek less. Differing success with different tones and volumes may mean the child needs his hearing checked and may give the observer the insight into ways to vocally vary instruction.

Activity: MAT AND BEAN BAG ROLL

Equipment: Mat - bean bag

Aim: To develop in the child kinesthetic control and awareness

Procedure: Have the child lie across a mat with his arms at his side. Put a bean bag between his knees and have him roll down the mat and then back.

Variation: 1. Vary the position of arms - over head, across chest, etc.
2. Vary the position of bean bag - between ankles, leg, etc.

Observation: Is the child tense in areas other than where the bean bag is located?

Correction: Do relaxation work with this child.

Activity: TRAPPING

Equipment: Mat, towel or blanket

Aim: To develop the righting reflex by pushing the child off balance and allowing him to push back in a safe situation

Procedure: Teacher is on one end of a mat, on her knees with a blanket. The child is on other end of mat on his knees. The child tries to crawl around the teacher, teacher traps the child in blanket. The child's head is out of blanket. Teacher gently pushes on child. The child should push back to remain upright. Then child gets blanket and traps teacher, pushing her down. Child wins.

Variation: 1. Use net, towel, etc.
2. Push on child sometimes and pull sometimes.

Observation: Does the child avoid the situation by giving up?

Correction: Praise the child's efforts to remain upright even if these efforts are very weak.

Activity: OVER A BARREL

Equipment: Barrel, mat, or rug

Aim: To develop protective righting reflexes so that the child may catch himself and remain erect

Procedure: Have the child lie on his stomach across the center of the barrel. The teacher rolls the barrel forward slowly and the child catches himself before he slides off, by placing his hands on the floor. If the child is small, place your hand on his back to control the speed he slides forward on the barrel. Then roll the barrel back, with the child on it, to starting position.

Variation:
1. Child may roll barrel forward himself, then push himself back with hands.
2. Make a target about one foot off floor and have the child keep his eyes on target while rolling himself forward and back.

Observation: Is the child reacting to the falling sensation or are his arms rigid all the time?

Correction: Do this activity slowly with your hand on his back.

Activity: SCOOTER PULL

Equipment: Scooter board and cotton rope

Aim: To stimulate vestibular balance and develop the righting reflex

Procedure: The child lies on his stomach on a scooter board, with his arms extended, holding a rope and his legs up and doubled back behind him. The child is pulled by the rope with his head up in various directions, slowly at first.

Variation:
1. Spin slowly in both directions.
2. Jerk in faster directional changes. Do not advance beyond the child's success point.

Observation: Is the child locking his arms under his body and not extending his arms? Is he dropping his head?

Correction: Work on barrel-roll activity with this child.

Observation: Is this too difficult for him and when the direction is changed, he falls off the board or gets crosswise on it?

Correction: Go slower and work on mat rolling.

Activity: SANDPAPER CARDS

Equipment: Sandpaper mounted on small pieces of poster board (at least 5 different grades of sandpaper---extra fine, fine, medium, coarse, very coarse) and a blindgold.

Aim: To develop an awareness of slight differences by the tactile sense, which may help the child recognize visual differences encountered later with letters and numerals such as u and v or 2 and 3

Procedure: The cards are placed in front of children. They feel the cards and verbally describe the differences they feel. Then one student is blindfolded and the different textured cards are mixed. The child puts them back in order, from fine to coarse by touch.

Variation:
1. For kindergarten or children having difficulty, use only extra fine and very coarse in the beginning.
2. Get another set of cards and have the child match them while blindfolded.

Observation: Is the child able to put the cards in order from fine to coarse?

Correction: The child should do task with eyes open. Using two sets of cards have the child match the cards.

Activity: BLINDFOLD ROPE CRAWL

Equipment: Cotton rope and blindfold

Aim: To develop the tactile and kinesthetic awareness

Procedure: The child is blindfolded and starts at one end of the rope and crawls along the rope, feeling with his hands the direction the rope goes.

Variation: 1. Vary the rope: circle, crooked, etc.
2. Fix a maze of ropes, the child must go through the maze by feel.

Observation: Can the child follow the rope?

Correction: Have the child do this activity with his eyes open. Peeking is not bad, but try to get him to peek less.

Activity: FEELY BOX

Equipment: A box or sack, containing various objects, into which the child cannot see.

Aim: To develop tactile awareness, also, language development is involved, because the child uses language to describe what he touches and feels

Procedure: Show children group of objects and name them. Children may handle objects Put the objects in a box. One at a time the children reach in the box, feel an object and describe it to the group. The children may ask questions and as soon as the object is identified another child gets a turn. Praise children who describe their object well.

Variation: 1. Have two sets of objects, the child holds one in his hand as he tries to feel its mate in the box.
2. For children who have trouble with the description segment, talk more about the object characteristics before you put them in the box.

Observation: Can he identify what he has in his hand by feeling?

Correction: Do the matching activity under variation 1.

Observation: Does the child have the words to describe the objects?

Correction: Do language development activity under variation 2.

Activity: CHANGING TONE

Equipment: Bells of two different tones, or bongo drums.

Aim: To develop auditory awareness and discrimination of changing tones. This may help the child discriminate letter sounds later.

Procedure: Ring one bell and continue ringing until the teacher wants the child to change activity by ringing the second tone. Such as roll on mat to left on one tone, roll on mat to right on second tone.

Variation:
1. Move on one tone, stop on another tone.
2. The change of direction, go and stop situation can be used in conjunction with many other activities.
3. More tones can be added with different instruction for each.

Observation: Does the child react when the tone changes?

Correction: Simplify the task to check the child's awareness to the tone change. This child may need a hearing check.

Activity: CARD MATCHING

Equipment: Two sets of white cards with black shapes on them

Aim: To develop the ability to discriminate visually

Procedure: Give the child two sets of cards and say, "Look carefully at each card. Some are alike and some are different. Put the two that are alike, together. Can you find two more than are alike? Good...etc."

Observation: Does the child put the ones alike together?

Correction: Using geometric cut-out shapes, have the child feel and put like shapes together.

Body Awareness

Nancy walks down the hall, sliding along the wall.

When Jim plays tag on the playground, the children complain, he hits too hard.

Ann can't seem to stand in line without walking on the child's heels in front of her or lying back on the child behind her.

Ken does not like to do any activity where he sees himself in a mirror.

John wants his papers to be perfect. One day he said to the teacher when she made a mistake, "You're not smart."

These children may have body awareness problems.

Body awareness includes knowing the parts of the body and how they move in relationship to each other and other objects and identifying these parts. Basic knowledge of his body enables the child to cope with his environment and relate to it as he realizes he is a separate entity in space.

How much space does a moving body require? How much space does a standing body require? How much space does a sitting body require? Knowledge of space in relationship to the body is the basis for understanding space, volume, and quantity. The projection of this knowledge into the environment provides the basis necessary for understanding math.

Body awareness also includes how the child feels about himself as a human being. It is extremely important that all training be structured for the child to experience success. The child should feel good about himself and believe he is a person who can succeed.

Behavior Diagnosis:

Body parts - Can't identify body parts by name.
Can't find body parts when you name them like: elbow, knees, shoulder, neck, etc.

Body use - Clumsy, awkward, has difficulty putting on coat.

Space - Always bumping into other children and objects. Pulls chair, either very close to desk and leaves himself no room, or has chair very far from desk.

Self esteem - Gives up easily often says, "I can't".
Won't take turns - aggressive.
Behavior is inappropriate to situation.
Overreacts.

Drawing - Pictures of people have parts missing or are disproportionate.

Activity: PERSONAL SPACE

Aim: To develop in the child a sense of the varying amounts of space his body requires in movement

Procedure: Teacher says; "Do any of you know what personal space is?" If they answer, work with their answers to help them understand that the space we need to move in changes; and when we touch someone else, we are in their personal space. Everyone has his own personal space and must move in it.
When do you need more space, when you walk or run?
When do you need less space, when you stand arms at your side or arms out from sides?
Can you make your body use less personal space?
Can you make your body use more personal space?
Have them stand with arms outstretched and establish this as their personal space.

Variation:
1. Have one child lie down; trace around his body with a rope or chalk. Have others lie down within this outline. Do they fit?
2. Have the children face the wall at what they judge to be an arm's length. Have them stretch their arms and see if they are correct.

Observation: Is the child too close or too far away from the other children? Does the child run into the other children?

Correction: Continue this activity and give the child verbal praise when he does well. Do trapping and mat-bean-bag roll activities with this child.

Activity: DR. TANGLE

Aim: To help the child understand how and in what directions the body can move

Procedure: One child is the doctor. He faces away from the group of five children who join hands and tangle themselves. It is Dr. Tangle's chore to untangle them by moving them physically.

Variation:
1. Tell the children which part of their body and what direction to move to untangle.
2. If the doctor has trouble, he can ask one of the group to help him.

Observation: Does the child try to move arms in a way they do not bend or cannot seem to untangle the group?

Correction: Work on copy cat and brushing with this child.

Activity: COPY CAT

Aim: To develop the ability to manipulate body parts in space as related to the body

Procedure: Teacher says, "Today we are going to play copy cat. It is like follow the leader. I want you to sit, stand or move just as I do." Children duplicate the teacher's body position. Mirroring is acceptable with kindergarten or first grade students. Later they should use their left when the teacher uses her left.

Variation:
1. Have one of the children be leader.
2. Have the leader child turn back to group so as to avoid mirroring problem.
3. Use picture or people in different positions.

Observation: Does the child mirror the activity above the first grade?

Correction: Have the child hold a clenched right fist. Leader also clenches right fist. This child may need to use wrist weights or hold a bean bag in his right hand.

Activity: ANIMAL PLAY

Aim: To develop an awareness and discrimination of the use of the body in space in controlled movement

Procedure: Have the students move as they would if they were some animal: dog, cat, monkey, snake, frog, rabbit, etc.

Variation:
1. Verbalize the difference in movement of animals.
2. Have move as these animals at different speeds.

Observation: Can the child adjust his body movements to something other than himself? Does he do the movements so quickly the observer cannot see what he is doing?

Correction: Have the child move to the slow beat of a drum or music. Help the child copy essential movements of each animal.

Activity: TOUCH AND SAY

Aim: To promote the child's ability to name the body parts

Procedure: Have the children touch body parts as teacher does and repeat the names as the teacher names them.

Variations: 1. Have children do this while jumping.

2. Children in turns are leaders and do teacher's part.
3. Later have them say whether the touched part is left or right.

Observation: Does the child hesitate to see where everyone else is pointing?

Correction: Be sure to have this child repeat the name as he is touching the body part firmly.

Activity: HOW MANY STEPS

Aim: To develop the concept of space

Procedure: Teacher says, "Children, how many steps do you think it is to the door (window, fountain, etc.)?" Each child guesses. Then they step it off to see how far it is.

Variation: Do this with different distances for ten days and note their progress.

Observation: Does the child improve in his guessing?

Correction: Work on going over and under things and between objects.

Activity: MAT ROLL

Equipment: Mat or piece of carpet

Aim: To develop the ability to monitor and adjust body functions so that controlled movement results

Procedure: Have the child lie on one end of the mat, arms out-stretched over head and log roll down the mat. The child should roll straight down the mat, not diagonally. Have the child roll both to the left and right.

Variation:
1. Change speed - roll slowly, roll fast.
2. Have child roll with arms at side.
3. Place bean bag between hands, knees, or ankles and child hold bean bag in place as he rolls.
4. Use bells to have roll one way on one tone and the other way on second tone.

Observation: Can the child adjust movement once he starts to roll?

Correction: Have him do one roll, stop, and adjust or have him move up on the mat and use the top edge as a guide line.

Activity: BARREL ROLL

Equipment: Barrel and strip of carpet

Aim: To differentiate pressure and non-pressure on body as it manipulates the barrel

Procedure: Put barrel on long carpet strip and have child lie inside the barrel lengthwise and roll the barrel over edge of carpet and back.

Variation: 1. Have child roll just to edge without going over and back.
2. Change speed, roll slowly - roll fast.

Observation: Can the child manipulate his body to roll the barrel?

Correction: The teacher rolls the barrel for him to help him get the feel of the rolling barrel.

Activity: I SEE ME

Equipment: Mirror (large enough to see whole body)

Aim: To identify body parts and to develop an awareness of how they move

Procedure: Teacher stands beside children. All are facing mirror. The teacher touches her head and says, "This is my head." Children touch their heads and say, "This is my head." Teacher nods head and says, "I can nod my head." Teacher says, "What else can heads do?" Accept suggestions of children and try them. Continue on with different body parts.

Variation: 1. Teacher stands where not in the mirror and says, "Touch your head. What are you touching?" Child says, "I am touching my head." Teacher says, "Nod your head, etc."
2. Teacher asks children to touch two parts of their body together which some are possible and some that are not possible. Let them try them all. "Touch your head to your stomach." "Touch your elbow to your knee." "Touch your elbow to your ear, etc."

Observation: Is the child barely touching himself?

Correction: Have this child grab himself firmly and name the body parts as he touches them. Have this child do the brushing activity under sensory motor.

Activity: NO TOUCH IN AND OUT

Equipment: Crawl cube (multi-colored box with circular cut-outs)

Aim: To develop an awareness of manipulating body space in relationship to a static given space

Procedure: Teacher says, "We are going to crawl through this box without touching the sides. Like this..." Demonstrate or have a child go straight through from one side to the other. Children take turns crawling through dube without touching sides. Next, have them crawl in and out adjacent sides.

Variation:
1. Let children choose sides they wish to crawl in and out.
2. As they crawl through, have them say the color they are crawling through.
3. When children can identify the colors by name, don't use demonstrator, just say the colors they are to crawl in and out.
4. Make cards with colored circles to match colors of box. Have the child read the cards and do task, by going in colored circle on left and out circle on right.

Observation: Does the child get his head through all right but touches his posterior?

Correction: Have him watch how the other children adjust. Have him do the mat and barrel roll activities and verbally draw his attention to how the lower part of his body functions.

Activity: OVER-UNDER-AROUND

Equipment: Chairs (preferably different sizes)

Aim: To develop an awareness of space in relationship to one's body

Procedure: Either teacher or child demonstrates the following activities: crawling over a chair, crawling under a chair, crawling around a chair, crawling between two chairs while saying what they are doing. One at a time give the children each a different direction to do with the chair.

Variation:
1. Give two or more directions for the children to do.
2. Set the chairs in an obstacle course and give them directions how to go through course.
3. Let them think of different ways to go through the obstacle course.

Observation: Does the child allow too much or too little space for his body?

Correction: Have the child do the crawl-dube and personal-space activities.

Observation: Does the child have trouble remembering what to do?

Correction: Have him repeat the direction before attempting the activity. Limit this child to one direction even though others in the group may be doing two or three.

Activity: PIN HOP

Equipment: Plastic bowling pins

Aim: To develop an awareness of one's body in relationship to space and an object

Procedure: This child hops on two feet to pin and leans forward and touches his head to the pin. Then hops to next pin, leans forward and touches his head to the pin and so on.

Variation:
1. Hop on one foot and lean forward balancing on one foot.
2. Skip to pins and balance on one foot and lean forward and touch pin.
3. Use various size pins.

Observation: Does the child hit the pin with his head or is his head way above the pin?

Correction: Do activities such as: over-under-around, personal space, and how many steps with this child.

Balance - Bilaterality

By slinging his weight, moving both arm and leg on the same side of his body at once, Fred runs but is usually last in the race.

During reading, Mae loses her place, often jumping up or down in the middle of the line.

Bill reads and writes with his book and paper to the extreme right side of his desk.

These children may have problems involving bilateral movement and balance.

Balance refers to body awareness in relationship to gravity. Balance is bilateral and consists of using both sides of the body to counter the pull of gravity. Balance is concerned with the smooth transfer of function from one side of the body to the other. By creating situations where the child loses balance, he is given the opportunity to exercise or develop this transfer function; therefore, for a balance activity to be of benefit, it should be structured so that the child has maximum possibilty of losing and regaining body alignment with gravity.

Behavior Diagnosis:

Waves one arm only to keep balance on beam.

Cannot skip.

Cannot jump rope.

Cannot jump with feet together, one foot leads.

Eyes jump at midline.

Activity: WALKING

Aim: To develop a relaxed smooth bilateral movement

Procedure: Have the children walk down a room, around and back using their own personal space.

Variation:
1. Walk backward.
2. Walk sideways (step-slide and/or cross over).
3. Walk on tiptoes.
4. Walk on heels.
5. Walk with toes pointed in.
6. Walk with toes pointed out.
7. Vary speed, quickly-slowly.

Observation: Does the child use his whole foot to walk?

Correction: Use activities that use the part he is not using.

Observation: Is the child's head alignment erect?

Correction: Do righting reflex activities in the sensory motor area.

Observation: Is one side of the body leading the other?

Correction: Do body awareness and crawl board activities with this child.

Activity: STATIC BALANCE

Aim: To develop the ability to adjust alignment using both sides of the body in a static situation

Procedure: Do each of the following items to the count of five: stand on both feet, stand with right foot in front of left, stand with left foot in front of the right, stand on right foot with left leg bent in air not touching right leg, stand on left foot with right leg bent in air not touching left leg, stand on left foot with right leg forward, stand on right foot with left leg forward, stand on left foot with right leg back, stand on right foot with left leg held out to side, stand on left foot with right leg held out to side.

Variation:
1. Increase count to eight.
2. Have the children try this with eyes closed.
3. Alternate items with eyes open and eyes closed.

Observation: Does the child avoid the issue by locking the bent leg against the other?

Correction: Watch for this and simply tell the child not to do it that way. Do sensory-motor activities involving righting and vestibular balance with this child.

Activity: SKIP

Aim: To develop the ability to change smoothly and rhymically from one side of the body to the other

Procedure: Have the child stand on one foot and then the other. Say, "Change feet, change feet," keep a cadence as you say this. With the child, standing in place have the child hop, change feet - hop, change feet. In cadence say, "Hop, change feet, hop, change feet." Have the child say cadence with you. If he has trouble, physically move his feet as you repeat in cadence. After the child understands this, have him take a step as he says change feet. Very slowly say the cadence at first. Later say it faster and in rhythm until he is skipping.

Variation: 1. Skip straight down a room.
2. Skip a figure 8. The child should be able to change lead foot during turns.

Observation: Does the child skip in two separate motions, functioning on one side and then on the other without a flow?

Correction: Do crawling board and balance beam work with this child.

Activity: STATUES

Aim: To differentiate static and dynamic balance and to move from one to the other

Procedure: Have the children moving in their own personal space, crawling, walking, jumping, hopping, skipping, or running on cue; such as a clap of hands or a bell. They stop and hold whatever position they are in like a statue. On another cue, like a bell or go, they move again. The procedure is repeated several times.

Variation: 1. Play music with this activity.
2. Move slowly or quickly to change the speed.

Observation: Can the child control a movement once it is started?

Correction: Use righting reflex and body awareness activities with this child. If the child has trouble balancing on the stops, work on static balance.

Activity: BILATERAL CRAWLING

Equipment: Crawling board (a two-piece board sloping sharply downward to the outside)

Aim: To develop a bilateral pattern

Procedure: Have the children crawl down the board one at a time.

Variation:
1. Use in conjunction with other equipment such as beam to help set up bilateral pattern of movement.
2. Change speed.

Observation: Crawling, do the right hand and knee almost touch and the left hand and knee almost touch?

Correction: This pattern is bilateral and the teacher may need to physically move the child so that he understands what he is to do.

Activity: BALANCE BEAM

Equipment: Low gymnastic beam

Aim: To develop bilateral use of the body in remaining erect against the pull of gravity

Procedure: Work with the children at the level where they have slight difficulty.
1. Have the child walk heel-toe slowly across the beam as he holds your hand and you walk beside him.
2. Have the child walk slowly heel-toe across the beam.
3. Have the child walk forward across the beam with his eyes on a stationary target.
4. Have the child walk forward across the beam with his eyes on a target that moves up and down.
5. Have the child walk forward across the beam with his eyes on a target that moves from left to right.
6. Have the child walk forward across the beam with a weight in his right hand.
7. Have the child walk forward across the beam with a weight in his left hand.
8. Have the child walk forward across the beam and change the weight from one hand to the other.
9. Have him go under something as he crosses the beam.
10. Have him step over something as he crosses the beam.
11. Have the child walk backwards across the beam. (repeat series backwards)
12. Have the child walk sideways sliding the feet, then cross over. (repeat series sideways)

Variation: Any activity that gets the child off balance so that the child must counter balance.

Observation: Does the child use both sides of his body to balance?

Correction: Continue working on the balance beam and have this child work on the bilateral crawling-board.

Activity: BALANCE BLOCK

Equipment: Balance block (a square 20" x 20" with a 3" square block)

Aim: To develop an awareness of counter balance

Procedure: Have the child step on the block one side down then place the other foot on the opposite side and bring the block to balance or straight across like a table. Have the child put his weight to one side then back to balance. Touch the side on which he is to put his weight.

Variation:
1. Have the child put his weight forward then back to balance. Then backward until the block touches, then back to balance.
2. Do the above by giving direction only left, right, forward, backward.

Observation: Does the weight shift by bending the knees and shifting the weight or does the child lift his foot?

Correction: Do rocking board and static balance activities with this child.

Activity: JUMPING RHYME

Equipment: Jumping board (a one by ten between two blocks, so will spring when you jump on it)

Aim: To develop an awareness of equal control of both sides of the body and auditory awareness of rhythm in rhymes

Procedure: Hold the child's hands with the child facing the narrow end of board. Have the child jump. Help, by your hand pressure, the child jump to rhythm of rhyme as both you and child say rhyme.

Variation:
1. Have child jump as you clap rhythm and say rhyme with him.
2. Have child jump rhyme by himself, you say rhyme with him.
3. Basic exercise, but child alone says rhyme.
4. Have child do variation 1 and 2 on trampoline.
5. Do this activity jumping on floor with no equipment.

Observation: Does the child hit heavy on one side?

Correction: Work on bilateral-crawling, body-awareness, and righting-reflex activities.

Observation: Is the child's jumping erratic?

Correction: Work on auditory perception with this child.

Activity: ROPE JUMP

Equipment: Rope (one for each child)

Aim: To develop bilateral co-ordination

Procedure: Teacher facing group says, "Place your rope on the floor as I am." "Now do as I do, jump over the rope with both feet together and land on both feet simultaneously." "Now let us turn around and jump over our rope again." Next step is to jump backward and then to jump sideways.

Variation:
1. Two children holding rope, raise the rope off the floor while a child jumps over rope.
2. Give directions and have children do sequence.

Observation: Do both feet leave for the jump and land simultaneously?

Correction: Trampoline work would be good, also, do balance beam and crawling activities with this child.

Activity: JUMP AND STOP - TRAMPOLINE

Equipment: Trampoline, a valuable piece of equipment because it provides for the child a change in gravity pull

Aim: To develop bilateral balance and control

Procedure: For all trampoline activities a safety belt or four spotters must be used. After instruction, children may be used as spotters. Have one child get in the center of the trampoline and jump on both feet and stop when you hold up your hand and say, "Stop".

Variation:
1. Have the child jump a certain number of times and stop on a given number.
2. Have the child hop on one foot and stop on both feet.

3. Have the child hop on one foot and stop on one foot.
4. Have the child jump and turn.
5. Have the child jump spelling words - jumping on each letter as he says it.
6. Have the child jump math facts, jumping on each add-in and the sum.

Observation: Does the child use only the lower half of his body to jump?

Correction: Do the trampoline arm swing, mat roll and body-awareness activities with this child.

Observation: Does the child pitch forward or to the side as he jumps?

Correction: Do righting-reflex activities in the sensory motor area.

Observation: Does the child have trouble stopping?

Correction: Practice the flexing of the knees while standing on the floor.

Activity: TRAMPOLINE ARM SWING

Equipment: Trampoline

Aim: To develop simultaneous smooth co-ordination of top and bottom half of the body

Procedure: Using spotters, have the child get on his knees in the center of the trampoline and by swinging his arms bounce high enough to come up to his feet without touching the bed of the trampoline with his hands.

Variation: Do this activity as slow as the child can to succeed.

Observation: Are the shoulders tight and tense?

Correction: Do relaxation activity with this child.

Observation: Does the child press with his legs rather than use his arms?

Correction: Explain again exactly what he is to do. Plan to do body-awareness activities with this child.

Laterality and Directionality

Nancy writes her math problem 2 + 3 = 5, but when the position of the = is changed, she writes ƨ = ƨ+ ƨ.

Johnny reads "raddit" for "rabbit", "saw" for "was", and 21 for 12.

Mary confuses all the circle-line letters in writing: b, d, p, or q.

When Fred writes, the hand not writing also moves.

Joe can not identify his left or right hand.

This behavior indicates that these children may have laterality and directionality problems.

Laterality and directionality are grouped together here because one deals with an inner sense and the other with the external or outward manifestation of that inner sense. Laterality is the inner sense that one side of the body is different from the other side and can function independently. An element which contributes to this inner sense is the different muscle tone between the dominant and recessive sides of the body; therefore, if a child has not developed handedness laterality may not have developed. Directionality is an awareness of laterality and a projection of this awareness into space; such as being able to identify up, down, left, right, front and back.

Behavior Diagnosis:

Bleed over - This concerns laterality and is showing one part of the body not functioning independently of other parts. An example is the non-writing hand moving or remaining tense while the child writes.

Reversals - This concerns directionality, and it is revealed when the child copies or reads material backwards.

Rotations - This concerns directionality and is also revealed when the child copies or reads letters rotated like d for q.

Left and right confusion - Not knowing which side is which.

Activity: CLENCHED FIST

Aim: To develop the ability to differentiate one side of the body from the other.

Procedure: With your back to the children, hold up your right hand and clench your right fist. Have the children hold up their right hand and clench their right fist. The teacher says, "This is my right hand." Teacher turns around and faces the group still holding her right hand clenched and says, "This is still my right hand." While still holding their right hand clenched, children say, "This is my right hand." Keeping the right hand clenched at side, holding up a limp left hand the teacher says, "This is my left hand." The children, holding up a limp left hand, say, "This is my left hand." Keeping the right hand clenched, do with the child some left-right directional movements.

Variation:
1. Use a child as a demonstrator.
2. Use the clenched-fist activity in conjunction with static-balance activities.

Observation: Is the child really clenching his fist?

Cirrection: Remind him during the activity to keep his fist tight.

Observation: Are both fists clenched?

Correction: Do relaxation and bilateral activities with this child.

Activity: TOUCH AND RAISE

Aim: To develop the ability to control specific parts of the body on command without tension or movement in another part of the body

Procedure: Have the child lie on his back in front of the teacher and close his eyes. The teacher touches the child's arm firmly. The child then raises the touched arm. The teacher touches the child's leg firmly. The child raises the touched leg. The teacher firmly touches both arms. The child raises both arms. The teacher firmly touches the arm and leg on the same side of the body. The child raises only the touched limbs. The teacher firmly touches the arm and leg on opposite sides of the body. The child raises only the touched limbs.

Variation:
1. The teacher touches the limbs lightly.
2. Give verbal directions for which limb to raise without touching the limbs
3. Do this activity on the TRAMPOLINE.
4. Do this activity with eyes open.

Observation: Is there tension or movement in non-specified parts of the body?

Correction: Work with this child on relaxation, body awareness, and balance.

Activity: ARM AND LEG MOVEMENTS

Aim: To develop independent use of body parts

Procedure: Child stands with legs straight and arms at sides. Child imitates teacher's position; moving one or both hands above head; moving one or both legs out to side, then returning to original position; moving arm and leg on same side together; moving arm and leg of opposite side together.

Variation:
1. Move arms alternately (one arm up, the other down), move legs alternately.
2. Swing each arm forward then backward (one at a time).
3. Swing arms in unison.
4. Swing arms in opposition.
5. Swing each leg forward then backward.
6. Swing each arm across front of body.
7. Swing each leg across front of body.

Observation: Is the child unable to balance?

Cirrection: Do static-balance activity.

Observation: Does the child have trouble with opposite side movements?

Correction: Do balance and bilateral activities.

Observation: Is there tension or movement in other body parts?

Correction: Do relaxation and body-awareness activities.

Activity: DOMINANCY WEIGHTS

Equipment: Wrist weights (1 or 2 pounds)

Aim: To develop muscle tone on dominant hand

Procedure: Ask the child which hand he writes with and place the weight on that wrist. If the child doesn't know, or is confused, observe the child for at least two weeks, noting his hand preference in several activities such as writing, coloring, and reaching for objects. Also, have the child look through a rolled paper to check eye preference. After determining which side is dominant,

have the child wear the weight on his dominant hand wrist. Have him wear the weight when he writes or during training when the activities include directions of left and right.

Variation: 1. Directions involving turning to the left or right.
2. Directions to move right hand, foot, thumb, etc.
3. Have the child move and tell what is on his left or right side.

Observation: Can the child remember right hand with the weight, but has trouble remembering right foot?

Correction: Use an ankle weight also.

Activity: FOLLOW THE FOOTPRINTS

Equipment: Red and green foot patterns

Aim: To develop the ability to discriminate left footprint from right footprint and match these with actual foot

Procedure: Beginning activities should consist of a simple foot pattern layout for a forward walk. Have the children match their right foot to the red right footprint and left foot to left print to walk the pattern.

Variation: 1. More complex foot patterns should include crossing of feet (crossing midline).
2. Can be used as a path on an obstacle course.

Observation: Can the child match the right foot to the right footprint?

Correction: Have the child trace his feet and discuss the differences between his right and left foot.

Activity: ON THIS SIDE

Equipment: Balance beam

Aim: To develop an awareness of left and right

Procedure: One child walks the beam heel-toe. The other children stand on both sides of the beam. As the walking child comes to each child he stops and says, "(Child's name) is on my left (or right)." When he reaches the end of the beam, he turns and comes back up the beam stopping at each child and stating whether he is on his left or right.

Variation: Have the children on the sides tell whether the walking child is on their left or right.

Observation: Does the child get confused when he turns to go back up the beam?

Correction: Place a weight on his dominant hand and use the mirror with body-awareness activities.

Activity: DIRECTIONALITY MAT

Equipment: Directionality grid (a left and right, up and down mat with number squares)

Aim: To develop awareness of directions

Procedure: Children sit around the mat so that they are facing the numbers the same way as the child standing in the footprints on the mat. Then the teacher tells the child to slide his left or right foot forward or back to a number square; the child slides his foot to that position. The activity may be right foot on right side or right foot across the midline on the left side.

Variation:
1. Start with close numbers and go to farther numbers.
2. Structure to move across the midline in front, then have the child cross the midline in back.
3. Have the child repeat instructions before doing task.
4. Children around mat say directions as child on mat moves.

Observation: Is the child confused over left and right?

Correction: Put weights on his dominant side, ankle, and wrist.

Observation: Does the child have trouble crossing the midline or his body?

Correction: Continue with the directionality mat but also work on bilateral balance and footprint patterns which cross the midline with this child.

Activity: JUMP TURN

Equipment: Trampoline

Aim: To apply awareness of left and right

Procedure: Using spotters, have the child stand in the center of the trampoline. As the child is jumping, give direction to jump and

turn to the right. Hand signals may also be needed in the beginning. The child should turn a quarter turn in the direction stated.

Variation:
1. Have the child jump a half turn to the right or left. Then three-quarters turn and full or whole turns.
2. Have the child turn to the north, south, east, or west.
3. Have the child say which way he is turning such as; "I am turning to the left."
4. This activity can be done on floor with no equipment.

Observation: Is the child hesitating and guessing?

Correction: Use the wrist weight on the dominant wrist and point in the direction he is to turn.

Activity: SCISSOR WALK

Equipment: Rope

Aim: To develop balance and movement pattern of crossing the midline

Procedure: Place a rope on the floor. Have a child stand with both feet on one side of the rope. Alternating his right and left foot across the rope, have him scissor walk the rope.

Variation:
1. Have the child do the task backwards.
2. Place the rope in a wavy pattern.
3. Have the child catch and toss a bean bag as he walks.

Observation: After one foot has crossed the rope, does the child know how to get the other foot out and around?

Correction: Physically move the child's foot to complete the pattern and do body-awareness activities with him.

Observation: Does the child lose balance when his feet are crossed?

Correction: Do the directionality-mat and static-balance activities with him.

Auditory Perception

Kim, a first grader, can not say or repeat a nursery rhyme, and when asked to rhyme words, she will say words with the same initial sound.

Sam, a third grader, does not know the date of his birthday.

During class when his name is called, Billy looks straight up then seems to visually search for the origin of the sound.

Charles can sound letters in a word but can not blend them together to say the word.

Sally, in the second grade, can not follow more than two verbal directions.

Mary confuses many sounds like "d" and "b", "f" and "th", "g" and "c".

Jean will sound out a three-letter word like "r-a-t" and will say "at".

When retelling a story, Bill confuses the sequence and tells the ending, the beginning, and the middle in random order.

These children may have auditory perception problems.

Auditory perception includes the location, discriminate and sequence of sounds, plus the ability to match or associate these sounds or groups of sounds with a visual image or action. Sound location involves not only direction but distance of sounds, also. Auditory discrimination is concerned with differences and similarities in sounds and groups of sounds. Auditory memory involves the recall and sequential ordering of auditory stimuli. Language skills such as labeling and syntax can be practiced in conjunction with psycho-motor activities.

Behavior Diagnosis:

Directions - Can not remember verbal directions.

Reading - Can sound out letters, but can not blend letters, identify initial sounds, or rhyme words. When he says a word wrong, does not seem to notice his mistake. Can identify short vowel sounds in isolation, but can not identify them in words. In multi-syllable words, he will leave out or distort middle syllable when pronouncing. Can read sight words better than words which must be sounded out.

Spelling - May do fairly well on list, but very badly on other spelling.

Math - Has trouble counting. Can not say multiplication tables. Can not tell time. Does not know birthday or perhaps age.

Activity: WHAT DID I SAY

Aim: To develop auditory memory and sequencing

Procedure: Give two directions, ask the child, "What did I say?" Child repeats directions. If the child has difficulty say, "First _____(holding up a finger); Second _____(holding up two fingers)."

Variation: 1. Demonstrate as you give directions.
2. Give more than two directions.

Observation: Is the child confused?

Correction: As stating directions go through the actions with the child, then have him repeat the directions before attempting the task. The teacher should give as much help as necessary for the child to succeed.

Activity: GRANDMOTHER'S OLD TRUNK

Aim: To develop auditory memory and sequencing

Procedure: First child says, "In my grandmother's old trunk I found an (object of their choice)." The second child says, "In my grandmother's old trunk I found an (object first child named), and (object of their choice), etc."

Variation: 1. Using initial sound have the children name objects in alphabetical sequence.
2. Objects begin with a same letter sound.
3. Classification such as toys, clothes, food, etc.

Observation: Can the child remember the items?

Correction: Put at the first of the group, so the child can participate in the activity. Also give the child one or two commands for him to do and try to slowly increase the number of commands he can recall in sequence.

Activity: FIRST, SECOND, THIRD

Aim: To develop auditory memory and sequence

Procedure: Call three children's names, ask, "Whom did I say first?" "Who second?" "Who third?" Then mix up order, "Whom did I say second?" "Who first?" "Who third?"

Variation:
1. Give three directions, ask, "What did I say to do first?", etc. Then mix up order.
2. Give three directions and have the children do task in order saying first, second, and third as they do proper task. If they can do this well, give three different directions and have them do only one either second, third, or first task.
3. Give more than three commands and do the above.

Observation: Does the child have trouble with the terms first, second, and third?

Correction: Every day, when the children line up, have each child say who is first, second, third, etc.

Activity: WAIT

Aim: To develop auditory memory

Procedure: The teacher gives directions and the child does not do them until an auditory cue is given. "When I clap my hands, stand on one foot." Wait. CLAP. With some children, the wait will be very short and with others much longer.

Variation:
1. Give complex directions.
2. After doing the above do other activities, but, every time you give the cue, such as clap, they are to do original direction.

Observation: Is the child unable to remember verbal directions?

Correction: Have the child say the directions with you and then repeat the directions by himself before attempting the task.

Activity: LABELING (Montessori)

Aim: To identify an object

Procedure: Place two items in front of the child, which you want him to be able to identify, such as; a ball and pencil. Say, "This is a _ball_", picking it up. He repeats the sentence and touches the ball. Repeat procedure with the pencil saying, "This is a pencil." Next, say, "Which is the _pencil_?" The child touches the pencil and says, "This is a _pencil_." Repeat procedure with ball. Next, touching one of the objects (ball), say, "What is this?" The child touches and says, "This is a _ball_." Repeat procedure with the pencil. At any point, if the child does not respond correctly go back one step

Observation: Is the child guessing?

Correction: Repeat the preceding step in this sequence.

Activity: BELLS

Equipment: Two different toned bells

Aim: To develop the ability to discriminate between two tones

Procedure: Have the children move in their own personal space, as you continually ring one bell, and stop, when you ring the other bell.

Variation:
1. Hop to the left on one bell and to the right on the other. Continue to ring one bell, until you ring the other, so that they do not have to remember the tone, only discriminate.
2. Any activity, where one bell is go, the other stop.
3. Any activity, where one bell is left and one right.

Observation: Does the child respond to the change in tones?

Correction: Have the child's hearing checked and do location activity.

Activity: BACKGROUND

Equipment: Tape recorder or record player

Aim: To develop auditory figure-ground skills, so the child can distinguish what is said when other sounds are present

Procedure: Play instrumental music softly during psycho-motor training, while giving directions.

Variation:
1. Play music louder.
2. Play music with singing.
3. Play tape of noises.
4. Play tape with talking.
5. Play tape of someone reading a story.

Observation: Do the children miss the directions?

Correction: Use only soft instrumental music and slowly do more difficult variations.

Activity: FILLED JARS

Equipment: Baby food jars filled with like material, in sets of two.

Aim: To develop auditory awareness of similarities and differences

Procedure: Have the child close his eyes and place three jars in front of him. Two are filled alike and one different. Have him shake the jars and match the two, that are alike.

Variation:
1. Use 4 jars, two sets, that are alike.
2. Use 5 jars, two sets, that are alike and one single.
3. Using Montessori, matched octave bells have the child with eyes open match tones. Start with three bells, one set and one different.

Observation: Does the child distinguish differences?

Correction: Use sounds that are very different and have the child continue making the first sound while trying to match it.

Activity: DOERS, LISTENERS, WATCHERS

Equipment: Up to teacher's judgement

Aim: To develop the ability to transfer information from one modality to another...see...tell...do...remember

Procedure: Five children are sitting in a row. The two on the end facing backward are listeners. The two children next to them facing forward are watchers, and one child facing forward in the middle is the doer. On your signal, the doer gets up and does a task. Doer may have complete freedom, or you may structure the task by having equipment for them to use. After the doer has performed, he sits down. The watchers instruct the listeners how to perform the task the doer did. From the instructions the listeners in turn try to perform the task. If listeners can do the task, the children change positions. If not, the watcher can tell his listener how to do the task again, and the listener gets another chance to do the task. If listener still can not do the task, have the doer repeat the task as the listener observes. Ask the listener how the watcher could have instructed him so that he could have done the task.

Observation: Can the watcher tell the listener what to do? Can the listener do what he is told?

Correction: The teacher should help the child use specific words to describe the actions.

Activity: TAPES

Equipment: DLM Auditory Training Tapes and listening centers

Aim: To develop auditory perception

Auditory Discrimination - To develop the ability to identify and accurately choose between sounds of different frequency, intensity, and pattern, and to differentiate one speech sound from another.

Auditory Motor - To develop the ability to derive meaning from auditory symbols and to express directions motorically.

Auditory Memory - To develop the ability to retain and recall auditory information.

Auditory Imagery - To develop the ability to visualize an image from an auditory description.

Auditory Figure Ground - To develop the ability to focus on auditorily stimulus without being distracted by surrounding stimuli.

Observation: Does the child have the experiences necessary to do these tapes?

Correction: Work on the areas needed. These tapes are used for training and the teacher should give as much support as necessary for the child to succeed.

Visual Motor and Hand and Eye

In reading, Mary loses her place when she moves from the end of one line to the next.

When Bill colors, he does not stay inside the lines.

Freda, a fourth grader, since beginning long division, cannot finish her math on time.

John's handwriting is sprawling and does not stay on the line.

Ann meticulously draws each letter.

These children may have visual motor problems which refer to eye focus and movement and also refer to the visual monitoring of other parts of the body, such as the hand.

Smooth eye movements are needed to read.

Controlled hand and eye movement is a necessary element of handwriting.

Behavior Diagnosis:

Reading - Loses place at end of line.
Reads one word at a time.
Comprehension is poor.

Writing - Letters are not on line.
Writing is sprawling and distorted.

Math - May know rote math and do all right first and second grade but will have difficulty in third grade.

Activity: PEN LIGHT

Equipment: Pen light

Aim: To develop the muscles around the eyes for tracking

Procedure: Facing the child, take a pen light and say, "Follow this light with your eyes, try not to move your head." Go from left to right, then up and down, then on the diagonal.

Variation: Speed

Observation: Can the child focus and track the light?

Correction: Have the child's eyes checked.

Activity: PENCIL TRACKING

Equipment: A pencil or stick one side red and other side green

Aim: To develop the muscles around the eyes for tracking

Procedure: Facing the child, take the pencil and say, "Without moving your head, follow this pencil with your eyes. I am going to turn the pencil from side to side so that sometime it will be red and sometimes green. When I say, 'what color?', tell me the color you see." Roll the pencil and ask what color several times as you move it across from left to right, and back.

Variation: 1. Move pencil up and down.
2. Move pencil on the diagonal.

Observation: Are the child's eye movements smooth? Do the eyes jump at the midline?

Correction: Do bilateral activities.

Observation: Does the child's head move?

Correction: Work on marsden ball activities with this child.

Activity: EYE TRACKER

Equipment: Eye tracker (Wood slots that a marble rolls down)

Aim: To develop smooth controlled eye movements.

Procedure: Place the eye tracker between you and the child so that you can observe his eye movements. Teacher says, "Without moving your head, I want you to watch this marble roll down the track. Keep your eyes right on it; try not to get ahead of it or behind it. Ready, Go."

Variation:
1. Use different sized marbles.
2. Use glass and steel marbles.
3. Put a bean bag on child's head to help him be aware of any movement.

Observation: Does the child's eyes move ahead or behind the marble?

Correction: Tell the child when he is doing the activity right and do pen-light activities with him.

Activity: MARSDEN BALL

Equipment: A ball hanging from a door frame or over head in some way

Aim: To develop smooth muscle control of the eyes

Procedure: Have the child lie on his back with his eyes directly under the ball. The teacher says, "Feeling your head on the floor, without moving your head, follow the ball with your eyes. Swing the ball back and forth."

Variation:
1. Swing the ball in a small circle clockwise.
2. Swing the ball in a small circle counter clockwise.

Observation: Does the child's eyes get red?

Correction: Stop and have the child's eyes checked.

Observation: Is the child unable to track the ball?

Correction: Do the pen-light activities with this child.

Activity: BALLOON TAPPING

Equipment: Balloons

Aim: To develop the ability to track a moving object with the eyes and co-ordinate hand movements in a situation where fear of being hit is minimized

Procedure: DO NOT LET THE CHILDREN BLOW UP THE BALLOONS. Give each child an inflated balloon and say, "Tap your balloon and see how long you can keep it up by tapping it like this..... Ready, go."

Variation: 1. Use different sized balloons.
2. Give two children one balloon and have them take turns tapping and keeping it up.

Observation: Does the child track the balloon or is he just hitting in the general direction:

Correction: Work on tracking and suspended ball activities.

Activity: SUSPENDED BALL

Equipment: A ball hanging on a string

Aim: To develop the ability to track and monitor with the eyes to co-ordinate the movements of the hand

Procedure: Child stands in front of suspended ball. Teacher says, "I am going to swing the ball like this.... I want you to move your hand as closely as possible to the swinging ball without touching it. Ready, go."

Variation: 1. With the child standing with his arms at his side, swing the ball and have him tap the ball before it swings by three times.
2. With the child standing with his arms at his side, swing the ball, and have him tap it with his forefinger on cue; such as, a clap, or the word 'now'."
3. Have two children face each other with the ball between them and tap the ball back and forth to each other.

Observation: Is the child's hand too far away from the ball?

Correction: Work on body awareness and space activities with this child.

Activity: BALL ROLL

Equipment: Ball

Aim: To develop eye tracking and hand coordination

Procedure: Have the child sit on his knees. Roll the ball to him. Have him stop it with both hands and roll it back. Roll the ball straight to him slowly.

Variation: 1. Roll the ball slowly to him off-center so he must reach across for it.
2. Have two children face each other and roll the ball to each other. Be sure they stop or catch the ball before they roll it back.

3. Have the children sit in a circle and roll and catch the ball - clockwise, then counter clockwise.
4. Use different sized balls.

Observation: Is the child tracking the ball to monitor the movements of his hands?

Correction: Do tracking activities and balloon tapping.

Activity: BEAN BAG SLIDE

Equipment: Bean bags

Aim: To develop eye tracking and coordination of body parts

Procedure: Slide a bean bag on the floor to the child and have him stop it with his hands and slide it back. Then slide the bean bag to the child and have him step on it with his foot to stop it and slide it back with his foot.

Variation:
1. Two children face each other and do the above. Be sure they stop the bean bag before sliding it back.
2. Have the children sit in a circle and do the above, sliding the bean bag clockwise and counter clockwise.
3. Slide the bean bag off-center and give directions as to which hand the child is to use to stop it.
4. Slide the bean bag off-center and give direction as to which foot the child is to use to stop it. Slide it to the left and have him stop it with his right foot so that he crosses over the midline.

Observation: Does the child track with his eyes or is he just guessing where to move his hands and feet?

Correction: Stop this activity because he is practicing a bad habit. Do tracking, suspended ball, flashlight writing, and balloon tapping activities with this child.

Activity: FLASHLIGHT WRITING

Equipment: Flashlights

Aim: To develop eye monitoring of hand movements

Procedure: In a darkened room, give the child a flashlight and say, "We are going to play follow-the-leader with our lights. I am going to shine my light on the wall and move it. I want you to follow my light with your light. Ready, go." Shine the light on the wall, slowly moving from left to right, up and down, then wavy. Praise the child as he follows.

Variation:
1. Using CHALKBOARD, have parallel lines for the child to try to keep his beam between.
2. Using CHALKBOARD, have single lines for the child to try to keep his beam on.
3. Using CHALKBOARD, have the child trace a word with his beam, turning the flashlight off where he would lift his pencil in manuscript, and at the end of the word in cursive.

Observation: Does the child react to his mistakes?

Correction: The teacher takes the child's hand and demonstrates how to adjust movements to keep the beam between the lines or on the line. Also, work with the grooved pre-writing boards.

Activity: BOUNCE THE BALL

Equipment: Large ball

Aim: To develop eye monitoring of the hand movements

Procedure: Bounce the ball about chest high for the child to catch with both hands and bounce back.

Variation:
1. Have the child stand in a TIRE and bounce the ball off center so he must reach across his body to catch it.
2. Using both hands, have the child bounce the ball on the floor and catch it himself.
3. Use different sized balls.
4. Have the children bounce the balls back and forth to each other.
5. If they can do the above exercises, then have the children dribble the ball with one hand.

Observation: Does the child trap the ball in his arms?

Correction: Do the balloon tapping and bean-bag slide activities. Also, do body-awareness activities, involving the hands.

Activity: FEET KICK

Equipment: Cage ball

Aim: To develop the ability of the eyes to monitor the feet in a foot movement

Procedure: Have the children lie on their backs with their feet in the air. Toss a cage ball to them, and they kick it with both feet back to you.

Variation: 1. Have the children in a circle with heads on the outside and you in the center. Ross the ball to the children at random as they kick it back to you.
2. Have the children try to kick the ball straight, using just one foot.

Observation: Does the child kick too soon or too late?

Correction: Have the child do the bean-bag slide.

Activity: DODGE BALL

Equipment: A cage ball

Aim: To apply body awareness to eye monitoring and space

Procedure: Have children get in a large circle with one child in the middle. The children on the circle are to roll the ball without any false starts and hit the child in the middle of the circle. The child in the middle is to move so as not to be hit. When the child in the middle of the circle is hit, he trades places with the child who rolled the ball, and the game continues. If the child on the circle has already been in the middle he chooses someone else to replace him in the middle.

Variation: 1. Use different sized balls.
2. Play as buddies - two hold hands in the middle and work together to dodge the ball. If the ball hits either one, both are out.

Observation: Does the child use all his body to dodge the ball?

Correction: Do body awareness activities.

Observation: Does the child only dodge in one direction?

Correction: Teacher rolls the ball to force the child to move in opposite direction or be hit. Do bilateral work with this child.

Fine Motor

Angie rips her paper rather than cuts it with her scissors.

When Dale writes, his fingers turn white from gripping the pencil. His writing is very dark and smeared.

Bill turns the pencil sharpener, moving his whole arm and shoulder.

Mary cannot button her coat.

John cannot tie his shoes, so he wears cowboy boots.

These children may have fine motor coordination problems.

Fine motor co-ordination involves the intergration of the movements of fingers, hand, wrists into purposeful synchronized patterns. This of course, is a necessary element of handwriting.

One of the primary concerns of fine motor training is the development of the muscles of the hand and the pincer grip. Equipment used in fine motor training is often the same as that used in form perception; however, here the emphasis is co-ordination and grip and not the design.

Behavior Diagnosis:

Unusual gripping of the pencil.

Writing very dark.

Inability to pick up small items.

Unable to cut with scissors.

Often breaking pencil lead or colors.

Activity: EXTEND AND CLOSE

Aim: To develop the muscle coordination in the hands

Procedure: Have the child open his hand as wide as he can and hold for the count of five. Let go. Have him clench his fist as tight as he can for the count of five. Let go. Open again for a count of five. Shake the hands and relax.

Variation: Do the above with one hand at a time.

Observation: Is the child really putting tension on his hands?

Correction: Encourage him to try to tighten the hands tighter by saying, "Tighter, tighter!"

Activity: SQUEEZIE

Equipment: Squeezies or sponges

Aim: To develop strength in the hand and grip

Procedure: Have the child squeeze five times quickly, then squeeze and hold for the count of five, then let go.

Variation: Do the above with one hand at a time.

Observation: Is the child using the back part of his hand to grip?

Correction: Have the child try to make his forefinger and thumb touch.

Activity: CLOTHESPINS

Equipment: Clothespins

Aim: To develop strength in the pincer grip

Procedure: Have the child open and close the clothespin five times quickly, then open and close the clothespin five times slowly.

Variation: Do the above with one hand at a time.

Observation: Is the child using his forefinger and thumb to grip?

Correction: Have the child try to extend his last three fingers when opening the clothespin.

Activity: SORTING

Equipment: Marbles, buttons, bolts, washers, fish weights

Aim: To develop the use of the pincer grip

Procedure: Have the child sort like items from one box and put them in another.

Observation: Does the child use all his fingers to pick up objects?

Correction: Have the child try to extend his last three fingers when picking up these small objects.

Activity: WORKING WITH CLAY

Equipment: Clay or dough

Aim: To develop muscle coordination in the hands

Procedure: Have the child squeeze, kneed, roll, or work with clay.

Variation:
1. Have the child roll the clay back and forth with both hands for bilateral movement.
2. Have the child roll the clay in a long string and write with the clay.

Observation: Does the child get tired quickly?

Correction: Have this child do a few minutes of fine motor work daily.

Activity: SCRIBBLING

Equipment: Chalkboard and chalk or paper and crayola

Aim: To develop the muscles of the hand and wrist

Procedure: Teacher says, "Today I want you to see how big you can scribble on the board....bigger....good!"

Variation:
1. Mark a space and tell them to scribble the whole space.
2. Encourage the child to scribble bigger with relaxed free movements.

Observation: Are the child's hand and wrist rigid?

Correction: Have him work the poi poi balls and make circles with his wrist.

Activity: OPEN JARS

Equipment: Jars with lids on tight

Aim: To develop awareness and strength of hand and wrist

Procedure: Give each child a jar and tell him to unscrew the lid..."Good!"... When he has the lid off tell him to put the lid back on and change jars with the person on his left and repeat the activity.

Observation: Can the child grip and turn at the same time?

Correction: Do scribbling, squeezies, poi poi ball twirling, and bilateral activities with this child.

Activity: POI POI BALLS

Equipment: Poi poi balls (balls on the end of a cord)

Aim: To develop wrist dexterity

Procedure: Have children twist wrist and swing poi poi balls in each hand. Use wrist only to swing balls.

Variation:
1. Swinging balls hold arms in front.
2. Swinging balls hold arms behind.
3. Swinging balls crisscross arms back and forth.
4. Swinging balls extend arms over head.
5. Swing balls so one turns clockwise and one counter clockwise.

Observation: Does the child use his whole arm?

Correction: Hold the child's arm so he must use his wrist. Then have him hold his elbow firmly against the side of his body and swing the balls.

Work with the following equipment

Parquetry blocks
Pegs
Blocks
String beads
Puzzles
Sewing cards

Observation: Is the child using the thumb forefinger grip?

Correction: Have the child extend the last three fingers. Do clothespins and sorting activities.

Form Perception

Jerry does not leave any spaces in his writing. His writing looks like this....thedogisbigandbrown.

Betty loses her place in reading and can not find it even when she is told the last few words she has read and where to look on the page.

Though very slow in his work, Harry, copy from the board, will leave out words.

Jane is the last to finish copying her math although she can do the computation well.

Given a new reader with different print, Bill can barely read.

Sent to the work room for supplies, Ann can not find them.

These children may have form perception problems.

Form perception involves internal concepts which are projected and used to interpret the environment It involves memory, discrimination, and catergorizing forms in relationship to each other and space. Form perception is built on concepts which have already been discussed. If a child knows a hand is a hand, no matter how it is turned, it is easier for him to understand a square is a square no matter how it is turned. Also if a child understands that a right hand is a right hand and can not be a left hand, it is easier for him to understand a "b" is a "b" and can not be a "d". If he can throw a bean bag between the different rungs of a ladder, it is easier for him to understand the difference involved in space between letters and space between words.

Behavior Diagnosis:

Writing - Does not leave any spaces between words.
Letters are all different sizes.
Starts letters at line and goes up.
Leaves out words when copying.
The amount of space between letters and words is the same.

Reading - Does not recognize letters in different case or print.
Can not remember sight words; tries to sound out all words.
Can not find a word on a page or in a line.

Math - Has trouble with flash cards.
Can not find problems on page.
Does not understand place value.

Spelling - Spells phonetically.

Activity: WHAT IS THE SHAPE?

Equipment: Shapes of different material

Aim: To differentiate between shape and identify

Procedure: Blindfold one child. Hand him a shape and let him identify it by feel. Let him feel shapes of various sizes, material, and texture.

Variation:
1. With his eyes open, do activity.
2. Have the child put all shapes that are alike together.
3. Match shapes while blindfolded.

Observation: Does the child confuse squares and rectangles?

Correction: Have the child feel and discuss cut-out shapes.

Activity: FORM BOX

Equipment: Form box (a box with a circle, triangle, and square cut out)

Aim: To identify and discriminate different forms

Procedure: Have the child feel with his hand the cut out shape and identify it. Then have the child crawl in one shape and out the other. Turn the box upside down so the triangle turns over and repeat exercise. Have the child try not to touch the sides as he crawls through.

Variation:
1. Use cards for directions. Draw a circle and triangle. The child reading from left to right goes in the circle and out the triangle.
2. Let the child see the card in variation 1, then take it away and have him do the exercize from memory.

Observation: Does the child become confused when the box is turned upside down?

Correction: Work on matching forms of different sizes.

Activity: FITTING FORMS

Equipment: Game, "Perfection"

Aim: To develop awareness of shape and observance of slight differences which may help the child see the differences in letter forms, such as "r" and "n"

Procedure: Have the child fit the geometric forms into the cut molds. Only one shape will fit each cut mold.

Variation: 1. Time the children to see how fast they can do the game.
2. Let two work together as a team.

Observation: Does the child confuse similar shapes?

Correction: Use large templates and have the child carefully fill the shapes.

Activity: GEOMETRIC SHAPE SEQUENCE

Equipment: Geometric shape mats

Aim: To identify the shapes and remember the sequence

Procedure: Have one child do something on one of the shapes. The next child does what the first child did and then does his own thing on another shape, etc. Place shapes in row. No words are used.

Variation: 1. Mix the shapes up so not in any pattern.
2. Use more than one of each shape, like two triangles, one square, one circle.

Observation: Is the child unable to remember what to do?

Correction: Let the child use words to help him remember by describing in sequence what he is to do.

Activity: SEE AND REMEMBER

Equipment: Up to teacher's judgement

Aim: To develop visual memory

Procedure: Teacher says, "I am going to do something I want you to watch carefully and when I say go, you try to do exactly what I did." Say nothing while you demonstrate. Do any action they need to work on....perhaps....stand on one foot, jump on both feet and turn around. Wait....say, "Go".

Variation: 1. Do more actions.
2. Wait longer before saying "Go".
3. Vary equipment using bean bags, jumping ropes, balls, etc.

Observation: Does the child remember what he is to do or is he watching the other children?

Correction: Do only one task in the beginning. Structure the task with auditory clues to help him organize his memory like first.... second ...

Activity: TEMPLATES

Equipment: Templates of thick cardboard and a chalkboard

Aim: To develop the ability to distinguish one shape from another

Procedure: Have the child take two templates and go to the chalkboard to trace the first one ten times, then overlap the second and trace it ten times. Next, fill in only the first form.

Variation:
1. Use more than two templates.
2. Fill in the second form and not the first.
3. Fill in one form with one color chalk and the other form with another color.
4. Do this activity at student's desk with smaller templates.

Observation: Does the child try to fill both figures?

Correction: Have the child trace one template in one color and the other in a different color.

Activity: VISUAL MEMORY CARDS

Equipment: Fifteen cards with pictures

Aim: To develop visual memory

Procedure: Have the child lay down three picture cards saying the name of the picture as he does so. As soon as the last card is said, he turns the picture cards over quickly. Before turning the pictures right side up the child names the picture and then turns over the card to see if he recalled the picture correctly. Name the cards from left to right. If he is incorrect, repeat above procedure. If he is correct, add another card and repeat. Continue until child makes error, then go back one and repeat. Activity should end with the child succeeding.

Observation: Does the child remember the pictures in order?

Correction: The child should touch the face-up cards as he names them in order.

Activity: VISUAL MEMORY

Equipment: Design cards of pegs, blocks, parquetry, beads

Aim: To develop visual memory

Procedure: The child should look at the design card then turn the card over and build design from memory.

Observation: Does the child not know where to start building the design?

Correction: Let the child start the design before he turns the card over.

Equipment often used for form perception training with emphasis on constructing design.

- Parquetry blocks and designs
- Peg boards and designs
- Blocks and designs
- Beads and sequence patterns
- Puzzles
- Sewing cards
- Templates

Observation: Can the child build the design?

Correction: Analyze where the child made initial mistake and help him make that correction then let him work. Repeat process if necessary until he succeeds even if he only puts in the last piece.

Academic Transfer

Psycho-motor training is primarily concerned with the development of generalizations which precede academic concepts. The foundation for learning is psycho-motor development. This training is not designed to teach reading, writing, or math; however, movement can be used to enhance an academic concept if cognitive bridges are directly and obviously built into the activity. If the academic concept of the letter form "A" is to be enhanced, the letter form "A" must be used in the activity.

Numeral stepping stones, flash cards, numeral grid, numeral mat, counting boards, counting box, number match box, equation boards, letter stepping stones, spelling boards, letter mats, grooved letters, pre-writing boards, letter grids, chalkboards, and alphabet mats are used to enhance academic concepts.

These materials are used to give the child an opportunity to enlarge on his experiences with academic concepts. If the child jumps the number five, he has the experience of physically feeling the quantity of five. If the child jumps a spelling word, he has the experience of moving and thinking at the same time which is what in a more refined sense he must do when he writes this word. When the child crawls through the color cube on the red side, he has a totally involved experience with red. When a child jumps a word on the alphabet mat, he has a totally involved experience with that word and sequence of letters.

Developmental psycho-motor training is a way of looking at learning. It is a way of helping children develop and reach their potential.

Activity: SPELLING JUMP

Equipment: Trampoline

Aim: To develop ability to move and think at the same time

Procedure: Using spotters, the child stands in the center of the trampoline. Give the child a spelling word. He jumps and says the word as his feet hit the bed. Then he spells the word, a letter each time his feet hit the bed. Then the child stops and repeats the word.

Variation: 1. Children who are spotters spell the word with him.
2. Child who is jumping turns as spelling the word.

Observation: Can the child jump and spell at the same time?

Correction: Give this child short easier words and repeat this activity with the child slowly jumping on the floor.

Activity: CIRCLE ADD

Equipment: Individual number mats

Aim: To provide opportunity to practice equations

Procedure: Place individual number mats in a circle with one number in the middle to be the add-in. Have the children walk around the circle and on cue, such as a bell ringing, have the children step on the nearest number to them. In turn have them state the equation and add their number to the middle number add-in and give the sum.

Variation: 1. Vary method of locomotion (hop, skip, run, crawl).
2. Vary math task (subtract, multiply, divide).

Observation: Does the child avoid certain numbers?

Correction: Have the group repeat each others equations and structure so that he repeats the one he avoids. Also, do jump a number and how many steps with this child.

Activity: ROPE LETTERS

Equipment: Ropes

Aim: To develop discrimination of letter forms

Procedure: Give each child a rope and demonstrate making a letter such as "I" or "o" and have children copy your letter. Teacher asks, "Can you write a different letter with your rope? See how many letters you can write."

Variation: For slower group, structure what letter they are to make by saying, "Now let us make a 'c', etc.", and demonstrate any letter where the rope must trace itself.

Observation: Do the child's letters all look alike?

Correction: Make the letters with a rope next to his rope and have him feel and verbalize the difference. The child then remakes the letters with his rope. Give as much help as necessary for him to succeed.

Activity: FLASH CARD JUMP

Equipment: Trampoline and flash cards, either words or math

Aim: To develop ability to think and move at the same time

Procedure: Using spotters, have one child jump in the center of the trampoline. Using large printed cards, show the child as his feet hit the bed; he jumps, and must say word or sum and stop when his feet hit the bed.

Variation:
1. Child states the equation as he jumps, speaking each time his feet hit the mat 2 + 9 = 11.
2. Use multiplication cards or subtraction cards.

Observation: Is this too fast for the child?

Correction: Have the child do the activity while random jumping, or say words or numbers on the second or third jump.

Activity: CIRCLE SOUND

Equipment: Individual letter mats

Aim: To provide opportunity for experience in blending skill

Procedure: Place individual letter mats in a circle using only consonants with one vowel placed in the middle. Have the children walk around the circle and on cue, such as a bell ringing, have them step on the nearest letter. Then in turn have them blend their letter sound with the short vowel sound in the middle.

Variation: 1. Vary method of locomotion (hop, skip, run, crawl).
2. Vary vowels.
3. Use vowel combination (two vowels for long, ay, ar, oy).
4. Use rhyming endings (at, it, etc.).

Observation: Does the child avoid certain letters?

Correction: Have the group repeat each others blends. Also do auditory-memory activities with this child.

Activity: JUMP A NUMBER

Equipment: Number mat

Aim: To develop association between counting and number symbol

Procedure: Have the child jump to a certain number and jump as many times as that number.

Observation: Does he know how many the number is?

Correction: Hold the child's hands and with pressure, guide to jump the correct number and count with him.

Activity: PLACE VALUE JUMP

Equipment: Number mat

Aim: To develop place value visual sequence from auditory clue

Procedure: Give child a number 251; he jumps the number by jumping to 2 then 5 then 1.

Variation: 1. Use individual number mats and after jumping the number, child picks up mats and places them in proper sequence.
2. Verbally explain how you have to turn twelve and teens around in your head. You actually say the last number first, but you put the teen or one first.

Observation: Does the child jump the last number first?

Correction: Do auditory-memory activities with this child.

Activity: JUMP A WORD

Equipment: Individual letter mats

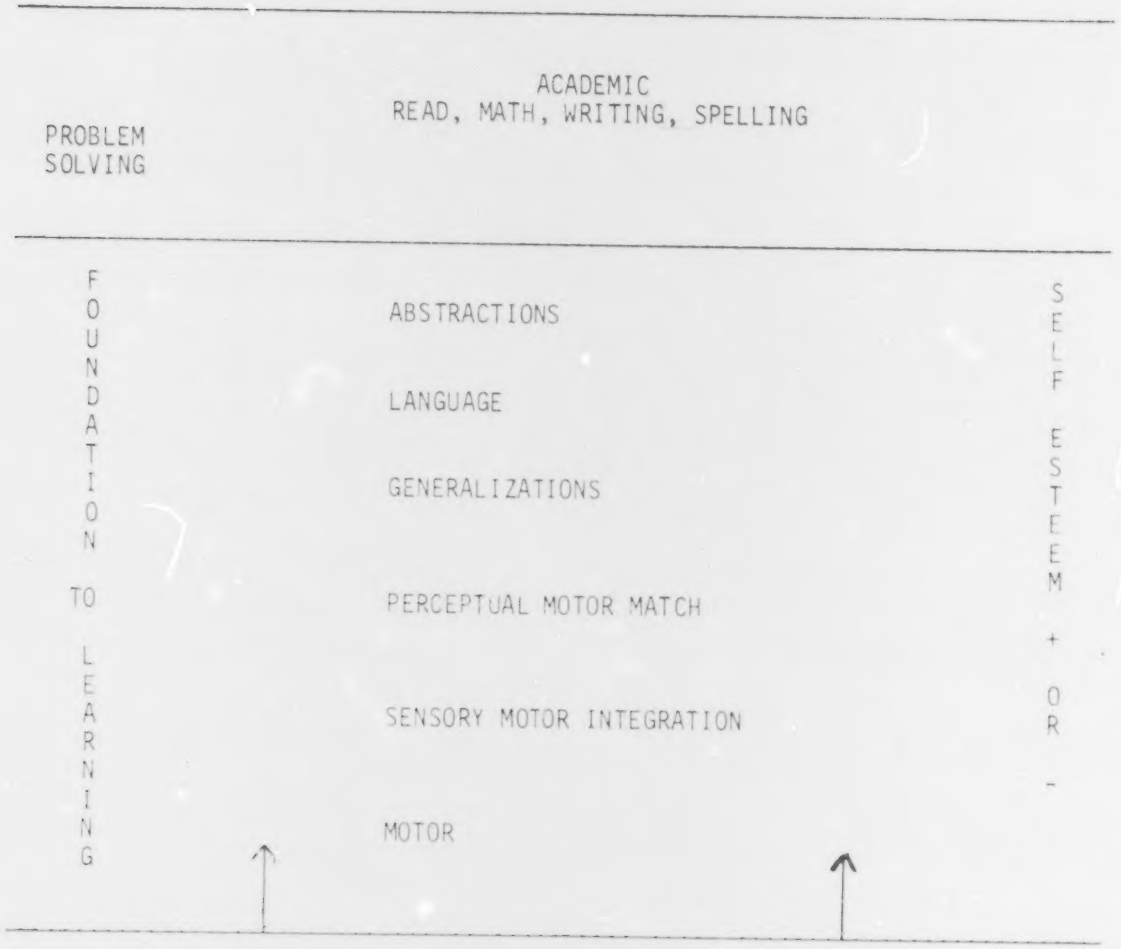
Aim: To develop spelling sequence and visual fi[illegible]e ground

Procedure: Place all the letters out at random. Taking turns, each child jumps from letter to letter spelling a word.

Variation:
1. Hold card with word written in large letters. Child jumps the word, while looking at card.
2. Same as variation 1 but cover card before child starts to jump word.

Observation: Can the child find the letters?

Correction: Do form-perception activities with him.


ACADEMIC
READ, MATH, WRITING, SPELLING
PROBLEM SOLVING
FOUNDATION TO LEARNING
ABSTRACTIONS
LANGUAGE
GENERALIZATIONS
PERCEPTUAL MOTOR MATCH
SENSORY MOTOR INTEGRATION
MOTOR
SELF ESTEEM + OR -

A Sample Program With Group Activities

In an effort to assist the school personnel in initiating a developmental psycho-motor program, the project staff has compiled the following from their 1974-75 year to assist:

1. Class Structure
2. Schedule of Psycho-motor Areas To Be Emphasized and Equipment To Be Used
3. Necessary Elements of an ADAPT Lesson Plan
4. Lesson Plans (three activities)

    1 - 10 Sensory Motor and Body Awareness
    11 - 15 Auditory Perception
    16 - 25 Balance and Bilaterality
    26 - 35 Laterality and Directionality
    36 - 45 Visual Motor
    46 - 55 Fine Motor and Form Perception
    56 - 60 Academic Transfer

5. Criteria and Evaluation Schedule
6. Group Evaluation Chart
7. Home Activities for Parents
8. Equipment List and Vendors
9. Bibliography
10. Tests

The Project ADAPT staff hopes this material will aid the teacher in understanding psycho-motor development. Also, it will help the teacher to look at learning in a new way and to understand the child's learning difficulties. Like the teacher, our utmost desire is to unlock learning for the child.

Class Structure

Each child receives twenty minutes structured psycho-motor training every day. Each class is divided into four groups. The groups are homogenous in the areas in which they need training. The basic criteria of grouping is determined by whether the child is an auditory learner or a visual learner.

The activities are determined by the areas in which that group needs training, the variance being within the activity for individual differences.

Each of the three aides and the teacher have a home group, with the teacher rotating with each aide once a week. This gives the teacher the opportunity to observe all her groups in psycho-motor training and to structure for transfer.

ADAPT AREAS AND EQUIPMENT SCHEDULE 1974-75

September 16

SENSORY MOTOR

- rocking board
- scooter board
- barrel
- mats - flat and round
- sandpaper cards
- texture material
- feely box
- weights
- bells - two tone and Montessori set
  - location
  - discrimination
  - sequence
- pen light
- focus
- large forms - box
  - mats
  - cut outs
- sponges
- squeezes

BODY AWARENESS

- mats
- barrel
- body cards
- bean bags
- sponges
- weights
- moveable Melvin
- crawl cubes
- animal moves or walks
- role playing
- cones
- pins
- cage balls

September 25

SENSORY MOTOR
BODY AWARENESS
AUDITORY PERCEPTION

Auditory tapes; memory, motor, figure ground, imagery, discrimination. Schedule remainder of year for those who show developmental lags. Fine Motor equipment placed in rooms on a 2 week rotating basis.

October 21

SENSORY MOTOR
BODY AWARENESS
AUDITORY TAPES
BALANCE
BILATERAL

- beam, balance
- rope
- bricks
- tires
- balance block
- jumping boards
- crawl board
- hoops

November 11

SENSORY MOTOR	trampoline
BODY AWARENESS	
AUDITORY TAPES	
BALANCE	
BILATERAL	

December 2

SENSORY MOTOR	Stiegel
BODY AWARENESS	mat directionality
AUDITORY TAPES	poi poi balls
BALANCE	
DIRECTIONALITY	

December 10

Second handwriting sample due

January 6

SENSORY MOTOR	tracking
BODY AWARENESS	suspended ball
BALANCE	cage balls
LATERALITY	balls
DIRECTIONALITY	bean bags
VISUAL MOTOR	
EYE BODY	
EYE HAND	

February 3

SENSORY MOTOR	chalk board
BODY AWARENESS	templates
LATERALITY	
DIRECTIONALITY	
VISUAL MOTOR	
EYE BODY	
EYE HAND	
MIDLINE	

March 3

SENSORY MOTOR	pegs and patterns
BODY AWARENESS	parquetry and patterns
BALANCE	geometric boards
LATERALITY	spelling boards
DIRECTIONALITY	math boards
VISUAL MOTOR	visual memory films
EYE BODY	squeezies
EYE HAND	
MIDLINE	
FINE MOTOR	
FORM PERCEPTION	

March 25

Administer Self Concept Inventory

April 2 and 3

ADAPT Movement Survey

May 12

ADAPT class will end to allow eight days for evaluation records.

Necessary Elements of an ADAPT Lesson

Every lesson shall include at least one or more of the following:

Memory - Sequence.
Delayed action (give instructions, child waits, then on cue does the activity).
Performance exactly as stated or demonstrated.

Judgement - Divergent thinking (another way).
Convergent (which way did you like best, least).

Language - Verbalize.
What did you do?
What are you going to do?
How does it feel?
How was it different or alike?

Positive reinforcement - Teacher HONESTLY comments on progress.
Get the child to agree with you or verbalize his progress.
Get peers to clap or notice child's progress.
Child's progress is measured against himself and no one else.
On every activity give as much support as necessary for child to succeed.
Remember: Always work at the child's level of success.

A lesson plan shall consist of three activities. At least one shall be in the scheduled psycho-motor area and the other two may be in any area the group need to work on.

Each lesson shall begin with a warm-up. All activities shall be done without shoes.

STRUCTURE IS A POSITIVE FORM OF DISCIPLINE. CONSISTENCY IS A NECESSARY AND POSITIVE COMPONENT OF DISCIPLINE.

SENSORY MOTOR AND BODY AWARENESS

LESSON 1
Body roll
Crawl between ropes
Relaxation

LESSON 2
Body parts
Barrel roll
Body obstacle course

LESSON 3
Barrel roll on carpet strip
Soft, rough, or smooth
Body parts on mat

LESSON 4
Scooter pull
Scooter board around posts
Treasures across the sea

LESSON 5
Form box crawl
Stand and squat
Rocking board rock

LESSON 6
Walk on rope
Rope around body shape
Animal walks

LESSON 7
Bell location
Trace around child

LESSON 8
Cut up body shape
Animal walks in mirror
Rolly Polly

LESSON 9
Animal walk through obstacle course
Mat roll
Sandpaper cards

LESSON 10
Prepositions using chair
Hoop walk through
Feely Meely

AUDITORY

LESSON 11
Whirl and Freeze
Crawl box with sentence
Sound jars

LESSON 12
Roll left and right on bell
Delayed command
Tasks using geometric shapes

LESSON 13
How many times did I?
Auditory command and delay
Bell tone matching

LESSON 14
Rhythm
Walk with bell tones
Grandmother's trunk

LESSON 15
Rhythm with eyes closed
Vowel sounds using chair
Cane catch

BALANCE AND BILATERAL

LESSON 16
Balance walk on carpet strip
Walk and follow me
Pin hop

LESSON 17
Walk on rope
Waves over the ocean
Jump off and balance stop

LESSON 18
Bilateral crawl
Balance beam
Doers, listeners, tellers, judge

LESSON 19
Angels in the snow
Beam and hoops jump
Rope pull to beam

LESSON 20
Balance on body parts
Jump name on mat
Dr. Tangle

LESSON 21
Jumping board with rhythm
Walk balance beam with mirror
Add a task

LESSON 22
Flip-flop
Complimentary beam
Move and stop on signal

LESSON 23
Balanced stop on mat
Rooster fight
Trampoline walk and knee bounce

LESSON 24
Spooky beam
Number of jumps
Three legged race

LESSON 25
Walk the ladder
Balance beam with standard
Jump the shot

LATERALITY AND DIRECTIONALITY
LESSON 26
Slide-foot beam balance
Left and right with scooters
Directional movement

LESSON 27
High and low beam
Draw a man

LESSON 28
Top Spin
Rope walk between tires
Dodge ball in tire

LESSON 29
Body parts in hoops
School with jump rope
Top spin on trampoline

LESSON 30
Balance beam using bean bag
Poi Poi balls
Forward stride

LESSON 31
Directional mat
Raggedy Ann
How many steps?

LESSON 32
Balance beam with footprints
Pass around
Left or right foot jump

LESSON 33
Balance beam with arm tied
Which way?
Partner touch

LESSON 34
Hoops, ropes, and beam jump
Spatial relationship words
Knee drop

LESSON 35
Wheel barrow walk
Lazy 8
Two ball throw

VISUAL MOTOR
LESSON 36
Jump through hoop
Dodge ball
Trampoline play catch

LESSON 37
Scoop and bean bag catch
Tunnel and over the bridge
Blow the paper

LESSON 38
Suspended ball
Kick ball
Add a task on trampoline

LESSON 39
Juggle bean bags
Timed scooter
Eye tracker

LESSON 40
Balance beam with obstacles
Ball and bean bag hit
Jump on number mat

LESSON 41
Template fill in
Bean bag drop
Bean bag toss up

LESSON 42
Nerf ball around cones
Paper plate walk
Keep-a-way on trampoline

LESSON 43
Balance beam with weighted ball
Bean bag toss in ladder
Crawl through ladder

LESSON 44
Catch ball crossing midline
Scoop and bean bag catch
Jump the rope on trampoline

LESSON 45
Hoop pattern - jumping
Jump over nerf ball and step on it
Draw between dots

FINE MOTOR AND FORM PERCEPTION
LESSON 46
Templates - interlocking design
Ball dribble around cones
Squeezies

LESSON 47
Identify geometric shapes
Squeeze ball with both hands
Describe shapes and perform

LESSON 48
Sequence jumps on geometric forms
Sequence jumps on trampoline
Lacing shoes

LESSON 49
Discrimination of shapes
Balloon toss
Breaking balloons

LESSON 50
Can you?
Balance beam pick-up
Clay cut

LESSON 51
Open and drop
Poi Poi twirl
Making body into shapes

LESSON 52
Jump on geometric mat
Marbles
Perfection

LESSON 53
Jacks
Scribble
Doers, listeners, tellers, judge using shapes

LESSON 54
Jumping sequence backwards
Parquetry blocks
Trampoline - one minute

LESSON 55
Pick-up sticks
Obstacles and beam
Flash and draw

ACADEMIC
LESSON 56
Number circle
Describe and do
Spelling jump

LESSON 57
Jump name on mat
Math jump
Grandmother's trunk ABC's-AA, BB, CC

LESSON 58
Jumping board
1st, 2nd 3rd, 4th
Fractio curns

LESSON 59
Verbalize actions
Before and After sequence
Group word building

LESSON 60
Jump - series of numbers
5¢, 10¢, $1.00
Grandmother's trunk, 4 letter words

VARY WARM-UPS TO FIT YOUR GROUP

WARM-UP #1 (use with Lessons 1-20)

BRUSHING: This is to brush or rub his body firmly. Vary the activity by stressing different body parts: top half, bottom half, right side, etc. Also vary by brushing part of the body as teacher names it.
LOOK FOR: Does child barely touch body? If so, stress harder brushing.

STATIC BALANCE: Have child stand on one foot and raise the other and hold for count of 5. Move raised foot to front for count of 5, foot to back for count of 5, foot to side for count of 5. Change feet and repeat procedure.
LOOK FOR: Can child stand on one foot and not touch other foot to floor and not hop around?

TWIST: Stand with feet shoulder width apart, arms extended to sides shoulder height. Keeping feet in one place, twist body to left then right as far as possible.
LOOK FOR: Can child turn without bumping other children or objects?

PRE JUMPING JACKS: Child stands with feet together, raising arms above head and clapping hands, bring arms back to side. Repeat 5 times. Child keeps arms to side, jumps up and lands with feet shoulder width apart. Jumps again and brings feet together. Repeat 5 times.

WARM-UP #2 (use with Lessons 21-40)

BRUSHING: Same activity as in #1. Variation: Children take turns naming parts of body to be brushed firmly without re-naming any body part already brushed.

STATIC BALANCE: Same activity as in #1 Variation: Have child make right hand tight, left hand loose, and do all right side balance activities then do left side.

LATERALITY: Jumping Jacks. Put activities in pre-jumping jacks together. May need to perform slowly at first.
LOOK FOR: Stress child move feet out at the same time as he raised his arms, not just jump up and down.
Forward Stride: Feet together, jump up and put right foot forward and left foot back. Jump up, alternate feet, then jump up and bring feet together and stop. Can say, "Right, left, together." Stress: Child take big strides and end with feet together.

WARM-UP #3 (use with Lessons 41-60)

STATIC BALANCE: Same activity as #1. Variation: Alternate left and right. Right foot forward count of 5, left foot forward count of 5, etc.

LATERALITY: Swing arms in opposition. Raise right leg up 5 times. Raise left leg up 5 times. Raise right arm and leg up 5 times. Raise left arm and leg up 5 times. Put right arm forward and right leg back and swing both in opposition. Put left arm forward and left leg back and swing both in opposition. Make more difficult by putting right arm forward and left leg back and swing both in opposition.
LOOK FOR: Does child move both arms when only one side is used in activity?

FINE MOTOR: Clench both fists tightly. Spread fingers as far as possible, hold for 1 count. Clench fists, hold for 1 count. Repeat 5 times. Shake out hands to relax.

LESSON 1

Warm-Up #1

Activity: Body roll Area: Body Awareness

Equipment: 6 foot long carpet strip

Aim: To develop ability to keep body aligned

Procedure: Have blindfolded child roll down carpet strip and stop when part of his body touches floor and identify part of body touching floor. If not at end of mat, help child realign himself and roll to end.

Observation: Does child roll diagonally?

Correction: Have child lay with half of head off mat so he can feel edge of mat and roll down.

Activity: Crawl between ropes Area: Sensory Motor

Equipment: Two long ropes

Aim: To develop tactile discrimination (touching)

Procedure: Place ropes in parallel curved lines and have blindfolded child crawl between them.

Observation: Does child cross over the rope?

Correction: Have him go through without the blindfold.

Activity: Relaxation Area: Body Awareness

Aim: To be able to feel the difference between tension and relaxation

Procedure:
A. The children sit cross-legged on floor, interlace fingers of both hands. Press palms hard together. Hold while teacher counts to three; relax pressure. Repeat.
B. Same position as above, pressing hands behind neck, pulling neck down. Hold to count of three, relax. Repeat.
C. Press palms against floor. Hold to count of three, relax. Repeat.

Observation: Does child tense then relax, or does he remain tensed?

Correction: Do individual relaxation activity.

LESSON 2

Warm-Up #1

Activity: Body parts Area: Body Awareness

Aim: To identify parts of body

Procedure: Teacher demonstrates by firmly touching a body part and stating, "I am touching my _____." Child is to firmly touch body part and repeat sentence.

Observation: Is the sentence matching body part he is touching?

Correction: Slow down and then take his hand and physically touch body part.

Activity: Barrel roll Area: Sensory Motor

Equipment: Barrel

Aim: To develop righting reflexes

Procedure: Have child lay on stomach across center of barrel. Roll barrel forward, child catches himself with hands before he slides off. Roll barrel back or have child push himself back. Repeat.

Observation: Is child catching himself?

Correction: Work on keeping head up and scooter board activities.

Activity: Body obstacle course Area: Body Awareness

Equipment: Chair, barrel, stick, tire

Aim: To develop body space in relationship to objects

Procedure: Obstacle Course: Slide under chair, crawl through barrel, step over stick, hop in and out of tire. Repeat.

Observation: Does child move through course allowing adequate space?

Correction: Work on personal space.

LESSON 3

Warm-Up #1

Activity: Barrel roll on carpet strip Area: Body Awareness

Equipment: barrel, 6 ft. carpet strip

Aim: To develop body awareness

Procedure: Lay barrel on carpet strip. Have blindfolded child lie in barrel, roll down carpet until he feels barrel roll off edge of carpet. Stop immediately and roll back.

Observation: Can child tell when barrel rolls off carpet?

Correction: Roll on carpet without barrel.

Activity: Soft, rough, or smooth Area: Sensory Motor

Equipment: Extreme different texture objects

Aim: To recognize different textures

Procedure: Using articles that are soft, rough, and smooth, touch blindfolded child several places on body. Have child say whether it was soft, rough, or smooth and how many times he was touched.

Observation: Does child confuse textures?

Correction: Use very different textures. Next, take off blindfold.

Activity: Body parts on mat Area: Body Awareness

Equipment: Mat

Aim: To develop awareness of specific body parts

Procedure: Call out one or more body parts to be placed quickly on mat.

Observation: Does child put only parts called on mat?

Correction: Have him identify all parts of his body.

LESSON 4

Warm-Up #1

Activity: Scooter pull Area: Sensory Motor

Equipment: Scooter board, rope

Aim: To develop righting reflexes

Procedure: Have child lie on his stomach with knees flexed. Take both ends of rope and child hold in middle with both hands, arms extended and head up. Look up and keep knees bent. Pull child slowly at first, then faster and turning.

Observation: Does the child look down and keep shoulders tight?

Correction: Remind child to look up and relax shoulders.

Activity: Scooter board around posts Area: Body Awareness

Equipment: Scooter board

Aim: To develop awareness of body in space

Procedure: Using children as posts, have one child lie on scooter board as above and move around posts using hands to maneuver scooter. Child is not to touch posts as he weaves down and back.

Observation: Does child move too close or too far away from posts?

Correction: Work with personal space.

Activity: Treasures across the sea Area: Body Awareness

Equipment: Bean bag for each child

Aim: To develop awareness of possible body functions

Procedure: Give each child a bean bag. Have him see how many different ways he can carry bean bag across mat without using hands.

Observation: Can child think up different ways?

Correction: Let child copy another, but praise each child with different idea.

LESSON 5

Warm-Up #1

Activity: Form box crawl Area: Body Awareness

Equipment: Form box

Aim: To develop body awareness in limited space

Procedure: Have child crawl in designated form without touching. Ask another child, "Did he touch?". Repeat procedure for crawling out.

Observation: Did child touch sides?

Correction: Work on personal space.

Activity: Stand and squat Area: Sensory Motor

Aim: To develop changing speed and muscle tension

Procedure: As you count to five, have children go from a squatting position to a standing position in a smooth controlled movement. Reverse. Count slowly then fast.

Observation: Does the child move too fast or too slow?

Correction: Hold child's shoulders and move with child as you count.

Activity: Rocking board rock Area: Sensory Motor

Equipment: Rocking board and/or mat

Aim: To develop righting reflex

Procedure: Have child sit cross-legged. Rock sideways, back and forth keeping balance. Vary activity by kneeling, standing, and lying on stomach, grabbing knees.

Observation: Does child regain balance?

Correction: Do activity on mat.

LESSON 6

Warm-Up #1

Activity: Walk on rope Area: Sensory Motor

Equipment: Rope, blindfold

Aim: To develop awareness whether he is off or on rope

Procedure: Blindfold child and have him walk on rope. Child must feel rope to follow pattern. Start with straight rope then vary pattern to make more difficult.

Observation: Can child follow pattern?

Correction: Remove blindfold.

Activity: Rope around body shape Area: Body Awareness

Equipment: Rope

Aim: To develop awareness of body space

Procedure: Have child lie on floor. Other children place rope around body shape and hold where needed Then change child on floor and see if rope needs to be changed. Repeat for each child.

Observation: Does the child realize children take up different amount of space?

Correction: Verbalize this concept.

Activity: Animal walks Area: Body Awareness

Aim: To develop an awareness and discrimination of body movement

Procedure: Animal walks. Puppy Dog: Hands and feet on floor. Walk or run like puppy dog. Lame Dog: One foot or hand in air. Rabbit Hop: Starting position is squatting with hands placed flat on floor and knees together between arms. Child reaches forward with hands and then jumps feet up to hands. Frog Hop: Child should squat and place hands flat on floor inside of legs. Child pushes from toes and springs from floor with hands, leaving mat slightly ahead of feet. Child lands in squat position on feet. Bear Walk: Starting position is with weight on all fours (hand and feet) child moves one side of body, then the other side. Each side moves as a unit.

Observation: Can this child adjust his body movement to something other than himself?

Correction: Help child copy essential movements of animals.

LESSON 7

Warm-Up #1

Activity: Bell location Area: Sensory Motor

Equipment: Bell

Aim: To develop auditory location

Procedure: Teacher moves around the room, stops, rings bell. Children with eyes closed, head bowed, sitting on floor points to ringing bell. Children then open eyes and see if they were correct. Repeat.

Observation: Can child perform without peeking?

Correction: Ring bell to extreme left or right of this child.

Activity: Trace around child Area: Body Awareness

Equipment: News print paper

Aim: To develop body awareness

Procedure: Using large piece of paper, tape to wall or door and have child stand with arms away from body, feet apart. Teacher traces around child and verbalizes length of arms, parts being traced, etc. Let child complete face and clothes.

(Make one extra body shape for Lesson 8)

Warm-Up #1

Activity: Cut up body shape Area: Body Awareness

Equipment: Body shape traced off

Aim: To develop awareness of body map

Procedure: Before child arrives cut up at joints from extra body tracing from Lesson 7. Have children sit in circle with body parts in center. As a group, calling on different child, put body map together.

Observation: Can child place parts in correct position?

Correction: Try to mimic body map as he has it.

Activity: Animal walks in mirror Area: Body Awareness

Equipment: Mat, mirror

Aim: To develop an awareness and discrimination of body movement.

Procedure: Do animal walks watching themselves in mirror: Animal walks in Lesson 6. Crab Walk: Starting position is with body placed in an inverted position (facing upward) with weight distributed evenly on feet and hands. Movement may be started with either head leading or feet leading. May move sideways: Stress body straight and flat like board. Inchworm: Starting position is body extended with weight supported on hands and toes (push-up position). With hands kept stationary, child walks forward towards hands taking short steps and keeping legs straight. When feet get close to hands (or as far as legs can comfortably move without knees bending), the hands begin moving forward in "short steps" while feet are kept stationary. When body is back in starting position, this same movement pattern continues until child reaches end of mat.

Observation: Can child monitor himself?

Correction: Use mirror more and have child mimic body positions.

Activity: Rolly Polly Area: Sensory Motor

Equipment: Mat

Aim: To develop righting reflex

Procedure: In sitting position, arms inside legs, grasp outside ankles with hands. Roll from side, back, side and back to sitting position, going in smooth movement keeping balance.

Observation: Can the child keep his head aligned?

Correction: Do rocking-board and over-the-barrel activities.

LESSON 9

Warm-Up #1

Activity: Animal walk through obstacle course Area: Body Awareness

Equipment: Barrel, mat, standard

Aim: To develop ability to adapt body to different spaces

Procedure: Do snake crawl through barrel, bear walk around the mat, crab walk over the mat, frog jump over the standard, and inchworm back to barrel. (Lessons 6 and 8 - Animal walks)

Observation: Can they move smoothly through obstacle course?

Correction: Slow down, cut down activities and use a demonstrator.

Activity: Mat roll Area: Body Awareness

Equipment: Mat, bean bag

Aim: To develop ability to keep body aligned

Procedure: Have child lie on back with head on edge of mat. Roll straight down with bean bag between knees, roll back.

Variation: Place bean bag between feet, hands extended over head.

Observation: Does child roll diagonally?

Correction: Remove bean bag. Repeat.

Activity: Sandpaper cards Area: Sensory Motor

Equipment: Sandpaper cards, five different grades

Aim: To develop ability to discriminate between textures

Procedure: Using different grades of sandpaper, have child feel and verbalize the difference. Blindfold one, mix cards, and let child arrange in order from fine to coarse.

Observation: Can child feel difference?

Correction: Use only extra coarse and very fine paper.

LESSON 10

Warm-Up #1

Activity: Prepositions using chair Area: Body Awareness

Equipment: Chairs

Aim: To develop position of body in relationship to object

Procedure: Have the children watch you and do with you: stand at the chair, stand on the chair, get in the chair, get on the edge of the chair, get under the chair. Have the child get in these positions on command only.

Observation: Does the child understand prepositions?

Correction: Demonstrate and emphasize prepositions.

Activity: Hoop walk through Area: Body Awareness

Equipment: Hoop

Aim: To develop body awareness

Procedure: Hold one hoop off the floor in a vertical position. Have each child walk through the hoop without touching any part of it. Next, use more than one hoop interlaced together.

Observation: Can child move body through hoop without touching?

Correction: Work on personal space and form box.

Activity: Feely Meely Area: Sensory Motor

Equipment: Feely Box

Aim: To develop tactile awareness and language development

Procedure: Present, describe and label items from box. Put them in the box. Taking turns, the children feel in the box and describe what they are touching.

Observation: Can child by feeling identify the items?

Correction: Repeat demonstration and do sandpaper activities.

LESSON 11

Warm-Up #1

Activity: Whirl and freeze Area: Auditory

Equipment: Bell

Aim: To develop auditory awareness

Procedure: Have children move and whirl about in a confined area and stop or "freeze" on signal. Signal can be clap, snap of fingers, bell ring, etc.

Observation: Does the child stop immediately or is there a time lapse?

Correction: Work on sound location.

Activity: Crawl box with sentences Area: Auditory

Equipment: Form box

Aim: To develop auditory memory

Procedure: Group children next to form box. Give instruction in a complete sentence such as "Crawl in the circle forward and out the square backward." Then call on child to restate instruction and then do activity. Repeat with all children. Activity may be varied by using color cube or child giving instructions.

Observation: Can child restate instructions?

Correction: Simplify instructions or have them "Say again with me" and restate instructions together.

Activity: Sound jars Area: Auditory

Equipment: Filled jars

Aim: To develop auditory discrimination

Procedure: Blindfold child and place three jars in front of him, two filled to sound alike and one different. Have him shake jars and match the two sounding alike.

Observation: Can the child distinguish differences?

Correction: Use sounds that are very different.

LESSON 12

Warm-Up #1

Activity: Roll left and right on bell Area: Auditory

Equipment: Mat, two different toned bells

Aim: To develop discrimination between different toned bells

Procedure: Child rolls to the right down the mat while teacher is ringing one bell. When different tone bell rings, child is to roll to left. Repeat several times. Bell is to ring continuously while rolling.

Observation: Can child roll opposite directions as soon as bell tone changes?

Correction: Use greater range in bell tone and do sound location activities.

Activity: Delayed command Area: Auditory Memory

Aim: To develop auditory memory

Procedure: Delayed Command: Teacher gives a child or group a command such as "When I clap my hands, jump up and down three times". Wait before clapping hands for command to be carried out.

Observation: Can child remember what he is to do?

Correction: Shorten time of delay and shorten command sequence.

Activity: Tasks using geometric shapes Area: Auditory Memory

Equipment: Geometric shapes

Aim: To develop auditory memory

Procedure: Place geometric shapes on floor. Teacher gives instructions what tasks child is to perform on shape or shapes. Child then follows instructions.

Observation: Does child remember all tasks he is to perform?

Correction: Help him sequence task, "First, what do you do? Then what?"

Warm-Up #1

Activity: How many times did I? Area: Auditory

Equipment: Bell

Aim: To develop auditory memory

Procedure: How many times did I? Teacher stands behind children and bounces ball several times. Then call on a child to give number of bounces. Repeat with all children.

Observation: Can child determine correct number of bounces?

Correction: Shorten number of bounces or let him watch activity.

Activity: Auditory command and delay Area: Auditory

Equipment: Mat

Aim: To develop auditory memory

Procedure: Give auditory command and have children wait for cue before doing. With children around mat, give body part or parts to be placed on mat. Wait, give cue. Use bell, whistle, or verbally.

Variation: Using left or right body parts.

Observation: Can child remember instruction?

Correction: Shorten time lapse before cue or simplify instructions.

Activity: Bell tone matching Area: Auditory

Equipment: Bells

Aim: To develop auditory discrimination

Procedure: Using 5 bells, 2 different tone sets and 1 lone bell, have child match sets. Vary activity by using more bell sets.

Observation: Can child match sets?

Correction: Use wider range of tone or less sets.

Warm-Up #1

Activity: Rhythm Area: Auditory

Aim: To develop auditory discrimination and sequence

Procedure: Copy rhythm: Teacher and children sit in circle. Teacher demonstrates a rhythm pattern by clapping hands or using any musical instrument. Have children repeat pattern. Example: Two claps on floor, two claps on knees, two claps with hands, etc.

Observation: Does child have trouble hearing the difference in rhythm?

Correction: Use a simpler rhythm pattern and physically take his hands and clap the rhythm.

Activity: Walk with bell tone Area: Auditory Discrimination

Equipment: 2 bells

Aim: To develop auditory discrimination

Procedure: Use two different toned bells. Have teacher or one of the children ring bells behind the children. Soft toned bell, walk slowly, loud or high-toned bell walk faster. For variation, have them walk forward, backward, or sideways.

Observation: Can child distinguish the difference between the tones?

Correction: Stand in front of child and ring the bells to determine the difference.

Activity: Grandmother's trunk Area: Auditory Memory

Aim: To develop auditory memory and sequencing

Procedure: First child says, "In my grandmother's old trunk I found a (object of their choice)." The second child says, "In my grandmother's old trunk I found a (object first child named and object of their choice)", etc. To vary the activity name objects in alphabetical order, objects that begin with a certain letter, or classify them such as toys, clothes, foods, etc.

Observation: Can the child remember the items?

Correction: Put at first of group so they can participate in the activity. Also give child one or two commands for him to do and try to slowly increase this number.

LESSON 15

Warm-Up #1

Activity: Rhythm with eyes closed Area: Auditory

Aim: To develop auditory memory and divergent thinking

Procedure: Copy Rhythm: With eyes closed, make simple rhythm pattern with hands or rhythm sticks. Have each child repeat pattern. Children take turns making up patterns for others to do.

Observation: Can the child follow patterns?

Correction: Open eyes, help child with simple rhythm patterns by moving his hands.

Activity: Vowel sounds using chair Area: Auditory discrimination

Equipment: Chair

Aim: To develop auditory discrimination

Procedure: Each child has a chair. Give directions at random, get in chair, under chair, at chair, edge of chair, etc. Then say only prepositions as they get in position. At, in, on, edge, under. Next say only short vowel sound and they get in position. ă ĕ ĭ ŏ ŭ Advanced students give a short vowel word, then say vowel and get in position of vowel sound you say.

Observation: Does the child confuse the vowels?

Correction: Work on bell tone and sound discrimination.

Activity: Cane catch Area: Auditory Memory

Equipment: Cane

Aim: To develop auditory memory

Procedure: Have children stand in circle: Teacher holds cane upright. As she lets go of cane, call a child's name. Child must catch the cane before it falls on the floor.

Variation: Give children a number, color, etc. Child must catch cane when his number, color, etc. is called.

Observation: Does the child remember his auditory cue?

Correction: Do Grandmother's trunk and auditory memory activities.

LESSON 16

Warm-Up #1

Activity: Balance walk on carpet strip Area: Balance

Equipment: Narrow carpet strip 3" wide

Aim: To develop alternating balance

Procedure: Demonstrate and explain a heel-toe walk on the carpet strip: Walk on heel then toe and position of heel against opposite foot's toe. Walk slowly. Have children take turns walking carpet strip, heel-toe. For higher level: have children walk backwards on carpet strip. Have children walk on heels down carpet strip.

Observation: Does the child place toe on carpet first?

Correction: Do walking activity.

Activity: Walk and follow me Area: Balance

Aim: To develop balance

Procedure: Say each direction as you demonstrate, "Walk and follow me, walk on tiptoe, walk heel to toe, take a giant step backward, hop on one foot five times, jump as high as you can, skip around the circle, turn all the way around, walk and count aloud in rhythm to each step, stop, follow me while I skip straight to the door", etc.

Observation: Does the child change activities with an excessive movement, usually arms?

Correction: Work on body awareness and over a barrel.

Activity: Pin hop Area: Balance

Equipment: Pins or cones

Aim: To develop static balance

Procedure: Pin hop: Teacher demonstrates and the children then take turns hopping to pin, stopping, leaning forward touching head to the pin and repeating activity on each pin. Then have children skip through this activity.

Observation: Can the child keep his balance when he leans forward and straightens up?

Correction: Work on barrel roll and scooter pull.

LESSON 17

Warm-Up #1

Activity: Walk on rope Area: Balance

Equipment: Rope

Aim: To develop alternating balance

Procedure: Lay rope in straight line. Have child slowly walk heel-toe down rope. Have children take turns. May place rope in wavy pattern. Can use more than one rope and have several children walking at a time.

Observation: Does the child use only one arm to balance?

Correction: Do crawling board and mat rolling.

Activity: Waves over the ocean Area: Body Awareness

Equipment: Rope

Aim: To develop body awareness

Procedure: Tie rope to object. Teacher sits on crawl box holding end of rope making it wave up and down. Children are to jump over the "waves over the ocean" without touching rope. Child then walks to crawl box, and crawls through without touching sides. If child touches the sides, the teacher can feel it while sitting on the box. Comment on whether he touches or not.

Observation: Does the child touch the rope or crawl box?

Correction: Work with personal space and form box.

Activity: Jump off and balance stop Area: Bilateral

Equipment: Crawl box, slant board

Aim: To develop bilateral movements

Procedure: Have teacher assist child up the slant board, which is slanted on a crawl box. Child stands on crawl box, jumps up in the air and does a balanced landing on a thick mat. For a variation, have child clap one or more times in the air while jumping.

Variation: Place hoop on mat for child to land in.

Observation: Can the child land in a balanced stop, weight distributed evenly on both feet not with one foot in front of the other?

Correction: Practice by doing a running and stopping activity.

LESSON 18

Warm-Up #1

Activity: Bilateral crawl Area: Bilateral

Equipment: Crawl board

Aim: To develop bilateral movement pattern

Procedure: Have the child crawl down crawl board slowly. Use with Activity 2 balance beam: Have child crawl down crawl board then walk down balance beam.

Observation: Does the child's hand and knee on the same side almost touch as he crawls?

Correction: Use hand and knee cutout patterns and have him crawl on floor.

Activity: Balance beam Area: Bilateral

Equipment: Balance beam

Aim: To develop bilateral balance

Procedure: Have child walk heel-toe down balance beam with eyes on target (something that is straight in front of them at eye level).

Observation: Are the child's shoulders or wrist tense?

Correction: Do rope walk, mat roll, or relaxation.

Activity: Doer, Listeners, Tellers Area: Visual Memory

Aim: To develop visual memory and auditory memory

Procedure: Five children sit in a row. Two on the end facing backward are listeners. Next two facing forward are tellers, and child in the middle is the doer. On your signal, the doer does a task and sits down. You may or may not limit equipment to be used. The tellers instruct the listeners how to perform the task the doer did. From the instructions the listeners in turn try to perform the task. If listeners can do the task, the children change positions. If not, the teller can reinstruct and his listener tries again. If listener can still not do task have the doer repeat the task as the listener observes. Then he does task.

Observation: Can teller remember and describe all the activities.

Correction: Help children use specific words to describe the action. Limit to simpler task.

LESSON 19

Warm-Up #1

Activity: Angels in the snow Area: Bilateral

Equipment: Mat

Aim: To develop bilateral movement

Procedure: Have child lie on back on mat with arms at side, feet together. Teacher demonstrates activity standing up and say, "Push down on mat and slide both arms slowly up over head and touch. Good. Now slowly slide them back to sides. Good. Again up-down. Now pushing down on mat slowly slide both feet apart-now together. Good. Again apart-together. Now slide feet apart and hands over head. Now slide feet together, arms down. Repeat. Do faster."

Observation: Can the child move both hands and feet together?

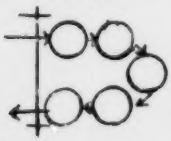
Correction: Repeat activity from the first.

Activity: Beam and hoops jump Area: Bilateral

Equipment: Beam and hoops

Aim: To develop controlled bilateral balance

Procedure: Place beam and hoops like diagram. Have child jump over beam into first hoop, controlled stop. Continue jumping into each hoop with controlled movement. Jump back over beam. Vary for a group so that each stand in a hoop. On cue all jump at once. Stop. Jump on cue, etc.



Observation: Does the child stop after each jump with control?

Correction: Work on static balance.

Activity: Rope pull to beam Area: Bilateral

Equipment: Beam and rope

Aim: To develop bilateral arm movement

Procedure: Until their turn, have children sit on beam that has rope tied in the middle. One child goes to end of rope away from beam, lies on floor, and pulls himself hand-over-hand to the beam. After all have had turn, say, "Show me a different way you can pull yourself to beam."

Observation: Does the child reach short with one arm?

Correction: Verbally try to get him to reach and pull with that arm. Praise his attempts.

LESSON 20

Warm-Up #1

Activity: Balance on body parts Area: Balance

Equipment: Mat

Aim: To develop balance

Procedure: Children get in their own personal space on large mat. Have them balance on any one part of their body. Any two parts. Any three parts, any four parts, any five parts, etc.

Observation: Does the child have trouble balancing?

Correction: Work on static balance.

Activity: Jump name on mat Area: Balance

Equipment: Alphabet mat

Aim: To develop balance

Procedure: Teacher instructs child to jump the letters of their first or last name. She may also instruct them to land on the letters with their feet completely inside the boxed letter. This will include body awareness.

Observation: Can the child jump from letter to letter coming to a complete balanced stop?

Correction: Work more on running and stopping activities.

Activity: Dr. Tangle Area: Body Awareness

Aim: To develop understanding of how and in what direction the body can move

Procedure: One child is the "doctor". He faces away from the group of several children who join hands and tangle themselves without letting go of hands. It is Dr. Tangle's chore to untangle them by moving them physically.

Observation: Does Dr. Tangle try to move children in a way people don't bend?

Correction: Work on copy cat and brushing.

LESSON 21

Warm-Up #2

Activity: Jumping board with rhythm Area: Bilateral

Equipment: Jumping board

Aim: To develop bilateral control and auditory awareness

Procedure: Hold the child's hands with the child facing the narrow end of board. Have the child jump. Help by your hand pressure. The child jumps to rhythm of rhyme as both you and child say rhyme.

Variation: 1. Have child jump as you clap rhythm and say rhyme with him.
2. Have child jump rhyme by himself, you may say rhyme with him.

Observation: Does the child hit heavily on one side?

Correction: Work on bilateral crawling, body awareness, righting reflex.

Activity: Walk balance beam with mirror Area: Bilateral

Equipment: Beam, mirror

Aim: To develop bilateral movements

Procedure: Walk heel-toe down the beam, looking into the mirror.

Variation: Add variety of ways walking down the beam looking into mirror.

Observation: Does the child fall off or step off beam while looking into mirror?

Correction: Practice more without mirror.

Activity: Add a task Area: Bilateral-Visual Memory

Equipment: Geometric shapes

Aim: To develop visual memory

Procedure: First child is to do one action movement on one form. The second child is to repeat action of first child and add an action of his own. Third child repeats actions of first two children and add one of his own. Repeat as many times as children can remember what has been done.

Variation: Can be done on trampoline.

Observation: Can child do activities and remember what has been done?

Correction: Let him be first and work on memory activities.

LESSON 22

Warm-Up #2

Activity: Flip-Flop Area: Bilateral

Equipment: Mat

Aim: To develop bilateral movement

Procedure: Starting position is on hands and knees with left hand and right knee brought forward and head turned facing toward right hand. On command "flip", hands and knees and head turning to face toward left hand. On command "flop" starting position is resumed. Allow 5-10 repetitions of full sequence. Stress head, arms and legs all change position at the same time.

Observation: Does the child bring arm and leg of same side up?

Correction: Work on bilateral crawling board.

Activity: Complimentary beam Area: Body Awareness

Equipment: Balance beam

Aim: To improve self-esteem and balance

Procedure: Have one child walk on beam and all others on each side of the beam. As child walks beam he must stop beside each child, name him and say something complimentary about him. Children take turns walking down the beam.

Observation: Can child stop and remain on beam?

Correction: Work on moving and stopping type activities.

Activity: Move and stop on signal Area: Bilateral

Equipment: Mat

Aim: To develop bilateral balance

Procedure: Have all children stand in circle and move as instructed until signaled to stop with bell. They may skip forward or backward, gallop, hop, walk like crab, bear, giraffe, etc. If they touch one another, they must squat down until new movement instructions are given.

Observation: Can the child change movement patterns and not bump another?

Correction: Work on each type of movement separately and body awareness.

LESSON 23

Warm-Up #2

Activity: Balance stop on mat Area: Bilateral

Equipment: Balance beam, mat

Aim: To develop bilateral stop with head erect

Procedure: Have children jump off beam onto mat, landing with knees flexed, arms extended and in a relaxed position and hold.

Observation: Does the child bend knees to inside?

Correction: Work on positioning knees out so that stop is bilateral and do beam and crawl board activities.

Activity: Rooster fight Area: Bilateral

Equipment: Mat

Aim: To promote bilateral movements

Procedure: Have two children stand on one foot on mat, arms crossed Indian style. When bell rings, they hop forward, give gentle pushes to knock each other off balance. The one staying on one foot wins.

Observation: Can child keep balance while hopping on one foot?

Correction: Do static balance and hopping activities.

Activity: Trampoline walk and knee bounce Area: Bilateral

Equipment: Trampoline

Aim: To develop awareness of bilateral movement in a different gravity pull

Procedure: Using spotters around trampoline, have one child walk around edge and across middle of trampoline. Have child bounce on knees, swinging arms back and forth to give them more bounce. With child on knees, have him start to bounce and on third bounce stop. Count aloud and stress starting on first bounce, stopping on third. Repeat with each child.

Observation: Is there excess tension in the child's upper body?

Correction: Do trampoline arm swing and beam rope pull.

LESSON 24

Warm-Up #2

Activity: Spooky beam Area: Balance

Equipment: Balance beam

Aim: To develop bilateral balance with distractions

Procedure: Have one child walk down the beam, heel-toe, eyes on target. Other children are lined up on both sides of the beam. They can do anything to distract but cannot touch or stop the progress of the one walking down the beam. (Good for Halloween)

Observation: Can child walk beam without stepping off due to distractions?

Correction: Limit what children can do to distract.

Activity: Number of jumps Area: Bilateral

Equipment: Trampoline

Aim: To develop balanced bilateral movement

Procedure: Using spotters around trampoline, a child gets on trampoline, standing in the middle. Instruct the child how many jumps to do before the balanced stop. Example: "Jump three times, do a balanced stop on count of three." For younger children you may show them three fingers or number 3 on flash card.

Observation: Does the child count as he jumps?

Correction: Work on counting as he comes down on bed and help plan for stop.

Activity: Three legged race Area: Bilateral

Equipment: Tie, markers, cones

Aim: To develop bilateral coordination with another person

Procedure: Have two children stand side by side with arms around each other. Tie inside legs together. Have them run, hop, or gallop in and out of markers coming back to their starting place.

Observation: Can they move inside legs as one leg?

Correction: Have them walk in straight line with legs tied together.

LESSON 25

Warm-Up #2

Activity: Walk the ladder Area: Dynamic Balance

Equipment: Ladder

Aim: To develop bilateral movement and divergent thinking

Procedure: Place ladder on floor, have child move down the ladder stepping between rungs. You may work on body awareness by emphasizing they try not to touch sides. With one foot on each rail, have child move down ladder. How many different ways can child think of to go down ladder?

Observation: Down the child balance or is he walking forward down the ladder?

Correction: Do more stop-balance activities and slow down beam walk.

Activity: Balance beam with standard Area: Balance

Equipment: Balance beam, standard

Aim: To develop controlled bilateral movement

Procedure: Place standard across beam. Have child walk across balance beam, stepping over standard. Vary height of bar to promote success or to make more difficult.

Observation: Does child fall off beam after stepping over standard?

Correction: Work on static balance and whirling-stopping activities.

Activity: Jump the shot Area: Bilateral

Equipment: Long rope with bean bag tied on

Aim: To develop balance

Procedure: With children in circle, teacher stands in middle holding rope with weighted end on floor. Swing the rope around in circle, slowly at first, with children jumping over the rope. (Swing rope clockwise then counter clockwise to prevent dizziness)

Observation: Does child weave a lot after landing from jumps?

Correction: Work on static balance.

LESSON 26

Warm-Up #2

Activity: Slide-foot beam balance Area: Laterality

Equipment: Balance beam

Aim: To develop lateral movement

Procedure: Child walks forward on beam sliding one foot in front of the other. At end of beam stop, turn around on beam without stepping off and walk back down the beam sliding opposite foot in front.

Observation: Are the child's shoulders or hands tense?

Correction: Work on relaxation and mat activities.

Activity: Left and right with scooters Area: Directionality

Equipment: Scooter, bells, weights

Aim: To develop auditory awareness and identify right and left

Procedure: Use as many scooters as you like. Child lies on scooter on stomach with a weight on right arm. Use two different toned bells or signals, one for left, one for right. Children move sideways, to the right on big bell, to the left on small bell. Sometimes ring the same bell twice to see if they are listening for different signals.

Observation: Does the child change direction no matter which bell used? Does child confuse left and right?

Correction: Do auditory discrimination activities.

Activity: Directional movement Area: Directionality

Aim: To develop awareness of directions

Procedure: Children follow instructions such as: "Run forward 10 steps then walk backward 3 steps. Put feet together and jump to one side. Hop forward 3 times on one foot, then back 3 times on opposite foot. Move close to me. Move far away from me. Move from front to rear of room, going over 1 object and under 1 object. Move with partner, move as small group, etc.

Observation: Can the child move forward, back, up, down, front, rear, left, right?

Correction: Demonstrate and have child do the activity with you.

LESSON 27

Warm-Up #2

Activity: High and low beam Area: Directionality

Equipment: Two balance beams, 1 brick

Aim: To identify left and right in relationship to an activity

Procedure: Blindfold one child and adjust beams by placing brick under one end. Change for each child. As child walks across beams, one foot on each beam, can he tell you which foot is going up or are they staying the same. For variation, place the beams close together or far apart on one end. Previous walker may move beams or place brick.

Observation: Does the child become confused about which foot is doing what?

Correction: Do activity and have child tell you only what right foot is doing, then repeat and have him tell only what left foot is doing.

Activity: Draw a man Area: Directionality - Bocy Awareness

Aim: To develop awareness of body and left and right

Procedure: Either as a group or individually give following directions:

1. Draw a man's head in the middle of the board.
2. Draw his body beneath his head.
3. Give him a right leg.
4. Give him a left arm.
5. Put a nose on his face.
6. Make his left ear.
7. Make his right eye.
8. Put some hair on his head.
9. Make his left leg.
10. Give him a left eye.
11. Give him a mouth.
12. Make his left hand.
13. Make his right arm.
14. Draw his left foot.
15. Give him a right ear.
16. Make his right foot.
17. Put a hat on his head.
18. Make a collar on his shirt.
19. Put a belt around his middle.
20. Add his right hand.
21. Put four buttons on his shirt.
22. Give him a big bow tie.
23. Put a feather in his hat.
24. Put a rope in his hand.
25. Put a dog's head at the end of rope.
26. Make the dog's body.
27. Make the dog's two front legs.
28. Make the dog's face.
29. Put a fancy collar around the dog's neck.
30. Make the dog's two hind legs.
31. Put some ears on the dog.
32. Give the dog a tail.

Observation: Can the child draw what directed?

Correction: Work on body awareness, tracing body and mirror activities.

LESSON 28

Warm-Up #2

Activity: Top spin

Area: Dynamic Balance
Directionality

Equipment: Mat

Aim: To develop controlled directional movement

Procedure: With children on edges of mat, have them jump or spring from mat, turning body and landing in challenged direction, either 1/4, 1/2, 3/4, or full turn. Starting position is body erect, feet shoulder width apart, and hands on hips. An auditory signal (whistle, bell, etc.) can be used for children to respond.

Observation: Can the child do turns and stop?

Correction: Demonstrate the turns and physically move child on turns. Also work on static balance.

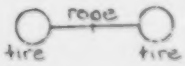
Activity: Rope walk between tires

Area: Laterality

Equipment: Long rope, two tires

Aim: To develop lateral movement across the midline

Procedure: Tie rope between two tires. Start with both feet in tire, walk length of rope 12-14 feet long using cross over step until reaching opposite tire. Then dog walk on hands and feet (with rope between hands and feet) and use a criss-cross pattern with hands only crossing over rope.



Observation: When both feet are on one side can child get foot out and across?

Correction: Physically show how and work on body function awareness.

Activity: Dodge ball in tire

Area: Directionality

Equipment: Tire, nerf ball

Aim: To develop awareness of left and right

Procedure: Place one child in tire with children in large circle around the tire. Each child needs a person across from him on other side of tire. One child around circle throws ball and tries to touch child in tire (between waist and head). Child in tire is to dodge ball. Child across catches ball and throws ball back trying to hit child in tire. Teacher then instructs child with ball to toss it to person to his left or right who follows procedure as above. Change child in tire and repeat.

Observation: Does child hesitate on left-right command?

Correction: Do activities in which one hand is clinched or put weight on dominate hand.

LESSON 29

Warm-Up #2

Activity: Body parts in hoops Area: Directionality

Equipment: Hoops

Aim: To develop left and right body awareness

Procedure: Give each child 2 hoops. Give instructions for body parts to be placed in one or two hoops. Such as: place one foot in one hoop and the other foot in other hoop, one foot outside of hoop, a hand in both hoops, one knee in one hoop, etc. Left and right body parts may be used.

Observation: Can child place body parts in hoops correctly following instructions? Also left and right in hoops?

Correction: Do body identification activities and use mirror.

Activity: School with jump rope Area: Bilateral

Equipment: Rope

Aim: To develop balance by change direction of activities: forward-up and down-forward

Procedure: Jump the rope playing "school" going from Kindergarten through grades. Have children line up. Kindergarten, child runs through only. First grade, child runs in, jumps 1 time and run out. Second grade, child runs in jumps 2 times and run out. Repeat as far through school as you prefer to go. If a child 'misses' or steps on rope he "fails a grade and must go through same grade again until he passes". Variation: Children run in from opposite side or "goes to college".

Observation: Can child stop and jump?

Correction: Work on static balance and moving-stopping activities.

Activity: Top spin on trampoline Area: Bilateral

Equipment: Trampoline

Aim: To develop awareness of left and right

Procedure: Top Spin: Right and left turns. Put weights on dominate arm. Have child jump and turn 1/4, 1/2, 3/4, or whole turns turning right and left. This is progressive and stop for each child for his level of success.

Observation: Does the child put his hands in his pockets or hold on to legs?

Correction: Try to get him to let go. Also work on rope beam pull and trampoline arm swing.

Warm-Up #2

Activity: Balance beam using bean bag Area: Laterality

Equipment: Balance beam, bean bag

Aim: To develop counter balance

Procedure: Child balances on beam, place bean bag on back of one hand extended out to the side. Then walks down the beam slowly, heel-toe, eyes straight ahead.

Observation: Does this weight change cause the child to fall off the beam?

Correction: Balance is not generalized yet and more and varied balance activities are needed.

Activity: Poi Poi balls Area: Laterality - Bilateral

Equipment: Poi Poi balls

Aim: To develop alternating sides of body

Procedure: Each child has poi poi ball. First, have him swing it around all different ways to get the feel of it. Example: Swing above head, swing on the right or left side of the body, swing behind his back, make figure 8, etc. Variation: Use two poi poi balls, one in each hand. Swing both at same time. "Show me a different pattern."

Observation: Does non-activity hand move?

Correction: Do relaxation and touch and raise activity.

Activity: Forward stride Area: Bilateral

Equipment: Trampoline

Aim: To develop bilateral movement

Procedure: Using spotters, child on trampoline performs a forward stride. (Feet together, jump up landing with one foot in front of the other, jump up alternate feet positions.) Also have child do "jumping jacks" on trampoline.

Observation: Do arms and legs come up equal distance?

Correction: Do "Angels in the Snow" slowly.

LESSON 31

Warm-Up #2

Activity: Directional mat Area: Directionality

Equipment: Directional mat (left and right mat with number squares)

Aim: To develop directionality

Procedure: Child stands in middle of mat. Teacher or child gives instructions for child to move. "Move right foot forward, right side to #6." "Move left foot backward, right side to #4, etc."

Observation: Does the child confuse left and right?

Correction: Use wrist weight.

Observation: Does he confuse down or backward?

Correction: Do some activities moving backward.

Activity: Raggedy Ann Area: Sensory Motor

Equipment: Mat or trampoline

Aim: To develop awareness of relaxation

Procedure: "Raggedy Ann or Andy" Child sits or stands in the middle of mat or trampoline. Have child relax whole body and drop to the mat as a rag doll would.

Observation: Is any part of the child tense when he becomes rag doll?

Correction: Work on relaxation and body awareness involving this part.

Activity: How many steps? Area: Body Awareness

Aim: To develop awareness of space between body and object

Procedure: Teacher asks child "How many steps do you think it would take to get from where you are to the door?" Child estimates. Using regular sized steps, he then walks to door and counts steps. Change objects. Repeat till all have guessed several times.

Observation: Can child judge distance between himself and object?

Correction: Work on personal space and form box.

Warm-Up #2

Activity: Balance beam with footprints Area: Directionality

Equipment: Balance beam, footprints

Aim: To develop awareness of left and right by matching

Procedure: Make a pattern of left and right footprints on and beside balance beam, some left prints on right side of beam so child must cross midline with foot. Child walks beam, following footprints.

Observation: Does the child not recognize the left foot remains the left foot even when it crosses the body?

Correction: Do more work with foot and hand prints.

Activity: Pass around Area: Bilateral

Equipment: Different size and weight balls or objects

Aim: To develop smooth movement across midline

Procedure: Children stand or sit in circle, large enough for each child's personal space. Have them pass with both hands two or three objects around the circle with objects moving continuously and one person not having more than one object in his hands at one time. (Child would be crossing his midline as he passes and receives with both hands.)

Observation: Does the child jerk at midline?

Correction: Work on balance and bilateral activities. Use activities that have the child moving across his midline.

Activity: Left and right foot jump Area: Directionality

Equipment: Trampoline

Aim: To identify directions and function one side and then the other

Procedure: Using spotters, have child stand in center of trampoline. Balancing on right foot bounce up and down two, three, or four times, then change and bounce on left foot as many times as you did on right foot.

Observation: Does the child try to lock left knee in when jumping on right foot?

Correction: Stress getting knee away from body and do static balance.

LESSON 33

Warm-Up #2

Activity: Balance beam with arm tied Area: Laterality

Equipment: Beam, tie

Aim: To develop awareness of one side of the body

Procedure: Teacher ties one arm against child's side. Child then walks slowly down the beam, heel-toe straight ahead.

Observation: Does he not use the free arm to balance?

Correction: Do trampoline arm swing and body awareness activities.

Activity: Which way? Area: Directionality

Equipment: Colored crawl cube

Aim: To develop ability to identify left and right

Procedure: Place two dubes side by side to make one long rectangle. Child completes each phase of activity before the next instruction is given. "Go in the yellow circle". Child does. "Turn left, go out." Child does, etc.

Observation: Does the child become confused when he is facing different directions?

Correction: Put wrist weight on dominate side.

Activity: Partner touch Area: Directionality

Equipment: Mat

Aim: To develop ability to identify directions

Procedure: Have children pick a partner. Have each pair follow directions as: "Touch each others right shoulders together, touch left hands together, touch back to back, etc."

Observation: Does the child mirror partner's sides?

Correction: Have pair wear wrist weight on right wrist or hold colored yarn in right hand.

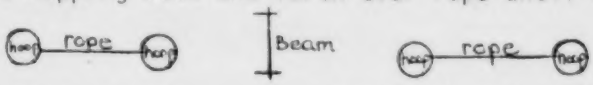
Warm-Up #2

Activity: Hoops, ropes, and beam jump Area: Directionality

Equipment: Hoops, ropes, beam

Aim: To develop lateral movements and balance

Procedure: Starting inside first hoop, hop back and forth over rope using right foot to second hoop. Jump from second hoop over beam and land inside third hoop in balance stop. Shifting to left foot, continue hopping back and forth over rope until reaching last hoop.



Observation: Does child do better on one foot?

Correction: Do bilateral balance activities.

Activity: Spatial relationship words Area: Directionality

Equipment: Chairs, desks

Aim: To identify directions in relationship of an object

Procedure: Give one of the following words and the child is to relate the word to desk or chair: beside, above, around, behind, below, between, corner, end, high, low, inside, last, left, right, middle, over, under, within, across, against, beneath, close, closer, facing, far, farther, first, second, third, fourth, near, nearest, past, shortest, underneath, diagonal, opposite, slant, tilt.

Observation: Does the child understand prepositions?

Correction: Demonstrate the words and have the child do it with you.

Activity: Knee drop Area: Bilateral

Equipment: Trampoline

Aim: To develop bilateral coordination involving both sides of body and top and bottom halves

Procedure: Using spotters, have child bounce in the middle of the trampoline and drop or bounce on his knees, coming back to his feet. Could use auditory cue to perform knee drop.

Observation: Is the child's head aligned?

Correction: Work on righting reflex activities and tell him to push his head toward the ceiling.

Warm-Up #2

Activity: Wheel barrow walk Area: Bilateral

Equipment: Mat

Aim: To develop awareness of upper part of body in bilateral movement

Procedure: Children work with partners. One child walks on hands while partner support (holds) ankles so that legs are straight and off the floor. When reaching end of mats, partners change positions and return to starting point. Arms are kept straight to support body weight.

Observation: Does the child with his hands on floor jerk legs?

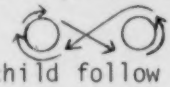
Correction: Have the child do seal walk or rope pull.

Activity: Lazy 8 Area: Bilateral

Equipment: 2 hoops

Aim: To develop bilateral movements

Procedure: Hoop movement pattern "Lazy 8". Lay hoops on floor about 2 to 3 feet apart. Teacher should demonstrate the figure eight movement first. a. Walk around pattern. b. Creep around pattern. c. Hop around pattern. d. Skip around pattern.



Observation: Can the child follow the Lazy 8 in smooth movements?

Correction: If he cannot skip, have him hop; if he cannot hop, have him creep; if he cannot creep, have him walk.

Activity: Two ball throw Area: Visual Motor

Equipment: Two different weighted balls

Aim: To develop eye-hand coordination and awareness of weight

Procedure: Have children pick a partner. Face each other about 8 feet apart. One has a heavy ball, the other a light-weighted ball. They throw the balls at the same time, to each other, catching balls and throwing again.

Observation: Can the child adjust to weights?

Correction: Verbalize concept and work on body space activities.

LESSON 36

Warm-Up #2

Activity: Jump through hoop Area: Visual Motor

Equipment: Hoop, mat

Aim: To develop visual monitoring of body movement

Procedure: Have two children stand on floor at each end of mat and roll the hoop across the mat. As the hoop rolls across, have a child jump through hoop.

Observation: Does the child knock hoop over?

Correction: Hold hoop still and have him crawl through and work on dodge ball and body awareness and space.

Activity: Dodge ball Area: Visual Motor

Equipment: Large cage ball

Aim: To develop visual body coordination

Procedure: Children stand in large circle. One child stands in the middle and 'dodges' ball as it is rolled across the circle. Children in circle roll ball with no false starts. When the one in the middle is touched, he takes the place of one in the circle.

Observation: Does the child always dodge one way?

Correction: Roll ball to encourage dodging other way. Roll the ball and call for them to dodge left or right.

Activity: Trampoline play catch Area: Visual Motor

Equipment: Trampoline, bean bag

Aim: To develop hand and eye coordination with a distraction

Procedure: Using spotters, have child bounce in the middle of trampoline and play catch, using a bean bag with the teacher.

Observation: Does the child throw the bean bag too high to catch?

Correction: Have child do this activity on floor standing in a hoop, then jumping in a hoop.

Warm-Up #2

Activity: Scoop and bean bag catch Area: Visual Motor

Equipment: Scoop, bean bag

Aim: To develop eye-hand coordination across midline

Procedure: Have children paired up and standing on designated spots. One child throws bean bag underhanded to partner who catches bean bag in scoop. Child must throw bean bag back to partner by hand. Change positions. Each child must throw bean bag so that partner will not have to move from designated spot. (Scoops: These can be made from plastic bleach bottles, etc. with bottom cut out and fashioned into a scoop.)

Observation: Can the child not catch the bean bag when thrown across the midline?

Correction: Do suspended ball, directional work.

Activity: Tunnel and over the bridge Area: Visual Motor

Equipment: Ball

Aim: To develop hand and eye manipulations

Procedure: Have children line up front to back. Person in front passes ball over head to person behind him till ball reaches last person. Return ball by passing through legs of person in front. Variation: If you received ball under legs, pass it over head.

Observation: Does the child drop the ball going over head?

Correction: Work on taking ball and rolling it around and over body.

Activity: Blow the paper Area: Body Awareness

Equipment: Crawl box, drinking straws

Aim: To develop awareness of lung capacity

Procedure: Four children sit around crawl box. Crumple up piece of paper and place it in the center of crawl box. Giving each child a straw, have them blow paper off the opposite side. When a child lets paper fall off on his side, another child can take his place.

Observation: Can the child blow hard enough to keep paper from falling off on his side?

Correction: Work on deep breathing.

LESSON 38

Warm-Up #2

Activity: Suspended ball Area: Visual Motor

Equipment: Suspended ball

Aim: To develop tracking and hand coordination

Procedure: Have child stand in front of ball. As you swing ball, have him move his hand with ball as close as he can without touching. Variation: Have him poke ball with finger (not stop it) before it swings in front of him 3 times.

Observation: Is the child using his eyes to monitor or just moving his hand in rhythm of swing?

Correction: Do the variation where he pokes, also do balloon activity.

Activity: Kick ball Area: Visual Motor

Equipment: Cage ball

Aim: To develop eye and foot coordination

Procedure: Have children on mats lie on back, feet up. Toss cage ball to each in turn having them kick it back, both feet together. Variation: Use smaller ball.

Observation: Does the child kick hard with one foot? Does he kick at random?

Correction: Have child stop bean-bag slide with foot.

Activity: Add a task on trampoline Area: Visual Memory

Equipment: Trampoline

Aim: To develop visual memory

Procedure: Have child on trampoline with spotters. Have him do one thing such as throw bean bag up and catch, do seat drop, etc. Have next child repeat first activity and add new task, etc.

Observation: Can the child remember the order of activities?

Correction: Say, "What did (child's name) do?" Then what did (Child's name) do?" Call on child having trouble toward the beginning of activity.

LESSON 39

Warm-Up #2

Activity: Juggle bean bags Area: Visual Motor

Equipment: Bean bag

Aim: To develop visual monitoring and awareness of hand location

Procedure: Give each child two bean bags and have child juggle them.

Observation: Does the child miss on the hand over?

Correction: Do hand and eye activities.

Activity: Timed scooter Area: Body Awareness

Equipment: Scooter boards, cones, stop watch

Aim: To develop body awareness under pressure

Procedure: Child lies on stomach on scooter board, lines up on starting line. Teacher starts child, timing him. Child is to go in and out of 3 cones, staying close to cones but not knocking over cone. Child is to compete against own time, not each others.

Observation: Does the child hit pins?

Correction: Have him do activity without timing and do body awareness and space activities.

Activity: Eye tracker Area: Visual

Equipment: Eye tracker

Aim: To develop muscle dexterity around eyes

Procedure: Have each child stand at least 3 feet from center of eye tracker (wood slots that a marble rolls down). Teacher sits on the other side and watches child's eyes.

Observation: Can the child follow the marble with eyes without moving head?

Correction: Do Marsden ball activity.

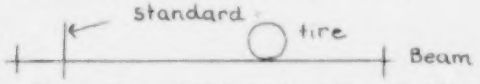
Warm-Up #2

Activity: Balance beam with obstacles Area: Balance

Equipment: Balance beam, ball standard, tire

Aim: To develop balance and eye-hand coordination

Procedure: Walk forward carrying ball, step over standard, walk on to tire, stop and bounce ball in tire and catch it, walk on to end of beam, turn around on end of beam without stepping off. Return down beam and repeat each activity.



Observation: Does the child hit side of tire with ball?

Correction: Work on throwing at target activities.

Activity: Ball and bean bag hit Area: Visual Motor

Equipment: Ball, bean bag

Aim: To develop eye monitoring hand movements

Procedure: Have 4 children sit in circle. Two opposite each other, roll ball back and forth to each other. Other two children slide bean bag trying to bump ball as it rolls across the circle.

Observation: Can the child judge speed of rolling ball?

Correction: Do dodge ball activity.

Activity: Jump on number mat Area: Auditory Memory

Equipment: Number mat

Aim: To develop auditory memory

Procedure: Have children sit on floor at end of mat. Give 3 or 4 numbers. Wait, then call on child to jump sequence you gave. He must repeat sequence verbally, then jump with control on each jump.

Observation: Does child not remember sequence?

Correction: Shorten sequence and work on auditory memory.

LESSON 41

Warm-Up #3

Activity: Template fill-in Area: Visual Motor

Equipment: Templates, chalkboard

Aim: To develop ability of hand to stop on a given line

Procedure: Have children trace around templates about 10 times. This makes heavy line. Have child then fill in form.

Observation: Can the child stop on the lines and fill in form?

Correction: Do catching and throwing activities.

Activity: Bean bag drop Area: Visual Motor

Equipment: Sponge or bean bag, mat

Aim: To develop eye-body coordination

Procedure: Child lies on back on mat. Teacher stands over child, her feet snugly at his sides, holding bean bag about 4-5 feet directly above child's head. Drop bean bag, child dodges so the bean bag does not hit him.

Observation: Does child always move same direction?

Correction: Adjust drop to force movement to other side.

Activity: Bean bag toss up Area: Visual Motor

Equipment: Scoop, bean bag, hoop

Aim: To develop control, eye-hand coordination

Procedure: Child stands in hoop, each has scoop and bean bag. Child tosses bean bag up in the air and catches it in scoop. If child throws bean bag out of hoop, he sits out of activity.

Observation: Does the child adjust his tosses so that they can be easily caught?

Correction: Demonstrate straight-up toss and have the child work on tapping the suspended ball.

LESSON 42

Warm-Up #3

Activity: Nerf ball around cones Area: Visual Motor

Equipment: Cones, nerf ball

Aim: To develop eye-foot coordination

Procedure: Set three cones about 2-3 foot apart. Child moves nerf ball in and out of cones with right foot then comes back through following nerf ball with left foot.

Observation: Does child kick ball too hard?

Correction: Have child slide bean bag so that it stops on a line.

Activity: Paper plate walk Area: Static Balance

Equipment: Paper plates

Aim: To develop the ability to balance while center of gravity is changing

Procedure: Give child two paper plates. He drops one plate in front of him, steps on it, reaches behind him and picks up other plate, drops it in front of him, steps on it, etc. Repeat for given length of space.

Observation: Reaching back, does the child fall?

Correction: Do static balance and warm up activities.

Activity: Keep-a-way on trampoline Area: Visual Motor

Equipment: Trampoline, bean bag

Aim: To develop eye-hand coordination with a distraction

Procedure: Using good spotters, child bounces in middle of trampoline while other children toss the ball or bean bag over the child on trampoline. He tries to jump up and catch ball.

Observation: Can child catch while moving?

Correction: Have child do this on floor or have walk and toss and catch a bean bag.

LESSON 43

Warm-Up #3

Activity: Balance beam with weighted ball Area: Balance

Equipment: Balance beam, weighted ball

Aim: To develop balance with a distraction

Procedure: Child walks across beam, holding weighted ball in both hands. At the end of beam, balance, turn around without stepping off and walk back to starting point.

Observation: Does the child lean forward?

Correction: Have him do activity using mirror.

Observation: Does child fall off on turn?

Correction: Have him work on balance block.

Activity: Bean bag toss in ladder Area: Visual Motor

Equipment: Ladder, bean bag

Aim: To develop eye-hand coordination

Procedure: Lay ladder flat on floor. Have child toss bean bag in first space. If he hits it, then go to second rung, etc.

Observation: Does child adjust to different distances?

Correction: Have the child toss different weight bean bags at single target. Verbalize difference.

Activity: Crawl through ladder Area: Body Awareness

Equipment: Ladder

Aim: To develop awareness of body space

Procedure: Stand ladder on side. Have child crawl "in and out the windows" without touching. Variation: "Show me a different way you can go through the ladder without touching."

Observation: Does child touch ladder?

Correction: Do form-box, color-cube, and personal-space activities.

LESSON 44

Warm-Up #3

Activity: Catch ball crossing midline Area: Visual Motor

Equipment: Tire, ball

Aim: To develop ability to cross midline with eye-hand coordination

Procedure: Child stands in tire. Teacher tosses ball for child to catch with both hands. Toss it to each side, middle, high, low, etc. (When child catches ball on one side with both hands, he is crossing midline.)

Observation: Can child not catch ball?

Correction: Bounce ball in various positions.

Activity: Scoop and bean bag catch Area: Visual Motor

Equipment: Scoops, bean bags

Aim: To develop eye-hand coordination

Procedure: Children pair up. Each pair has a scoop and bean bag. One child tosses bean bag underhanded to partner who catches bean bag in scoop. When he catches bean bag five times in a row, let thrower take two steps back. See how far apart each pair can get before missing a catch. When child misses, take two steps forward.

Observation: Can child toss back bean bag from scoop?

Correction: Have child remove bean bag from the scoop and toss by hand.

Activity: Jump the rope on trampoline Area: Bilateral

Equipment: Trampoline, jump rope

Aim: To develop controlled balanced jump, moving in diverse direction

Procedure: Using good spotters, lay a rope across the middle of trampoline. Child jumps over rope forward, backwards and sideways. Variation: Let child jump on knees. Let child turn and jump the rope on trampoline.

Observation: Does the child try to turn and jump only one way?

Correction: Repeat activity on floor. Stress in direction to jump.

LESSON 45

Warm-Up #3

Activity: Hoop pattern-jumping Area: Balance

Equipment: Hoops, 2 beams

Aim: To develop balance

Procedure: Jump through pattern as shown. Freeze in red hoops, perform straddle jump into hoops placed side by side.

Variation: In turn each child be leader and find a different way of going through pattern.

Observation: Can the child freeze?

Correction: Do static balance, jumping and warm-up.

Activity: Jump over nerf ball and step on it Area: Visual Motor

Equipment: Nerf ball

Aim: To develop eye-body coordination

Procedure: Two children sit face to face about 8 feet apart rolling nerf ball between them. Another child stands in the middle. As the nerf ball rolls toward him, he jumps up so it will not touch his feet. Variation: Child in the middle has to jump on the ball to stop it as it rolls by him.

Observation: Does the child misjudge the ball?

Correction: Do dodge ball activity and kick ball.

Activity: Draw between dots Area: Visual Motor

Equipment: Chalkboard, chalk

Aim: To develop controlled eye-hand coordination and crossing the midline

Procedure: Draw two dots about 3 feet apart on blackboard. See how slowly a child can draw a line from one dot to the other, moving continuously. Variation: Put masking tape line on floor. See how slowly child can move down line, moving continuously.

Observation: Does child's hand jerk at midline?

Correction: Put figure eight on board and have child trace. Also do catching where child must reach across midline.

Warm-Up #3

Activity: Templates-interlocking design Area: Form Perception

Equipment: Templates, chalkboard

Aim: To develop figure ground discrimination

Procedure: Using two or more templates, trace each ten times overlapping to make an interlocked design. Fill in specified shape.

Observation: Does interlocking line draw child's tracing off?

Correction: Place cut-outs of form overlapping and have child feel forms.

Activity: Ball dribble around cones Area: Visual Motor

Equipment: Ball, cones

Aim: To develop coordination of eye-hand and manipulate an object

Procedure: Set cones about 3 foot apart. Child dribbles ball around cones, weaving in and out.

Variation: Return dribbling ball with left hand.

Observation: Does he hit the ball too hard?

Correction: Do suspended ball activities, tapping the ball so that it almost hits the wall.

Activity: Squeezies Area: Fine Motor

Equipment: Squeezies or sponges

Aim: To develop grip strength

Procedure: Place squeezie in palm of hand. Squeeze and hold for count of five, relax to count of five then squeeze for count of five, repeat.

Variation: Use squeezie in both hands at the same time or one in each hand.

Observation: Does child squeeze with thumb and forefingers?

Correction: Stress this and have child open and close clothespins.

LESSON 47

Warm-Up #3

Activity: Identify geometric shapes Area: Form Perception

Equipment: Geometric shapes

Aim: To identify form shapes

Procedure: Blindfold child and hand him a geometric shape to feel around and identify. Repeat with all children. Variation: Have child place solid shape into correct cut-out shape.

Observation: Does child know names?

Correction: Give him two shapes, tell names. Then ask him to hand you (name of shape).

Observation: Does child confuse shape?

Correction: Have child feel shape and verbalize difference.

Activity: Squeeze ball with both hands Area: Fine Motor

Equipment: Nerf balls or sponges

Aim: To develop grip strength

Procedure: Have children place ball or sponge in both hands. Have them squeeze the ball with both hands. Emphasize that they tighten and hold for count of 5, then relax for a count of 5. Repeat. At end of activity, shake out hands.

Observation: Is the child's grip weak?

Correction: Do open and close work with hands and say, "Tighter, tighter".

Activity: Describe shapes and perform Area: Form Perception

Equipment: Crawl Box

Aim: To develop awareness of shapes

Procedure: Place children around box and have them describe geometric shapes, number of sides, name, something shaped like it, etc. Have child name 2 shapes he wants to use in crawling in and out of box. Then perform.

Observation: Does the child discriminate shapes?

Correction: Have the child feel many different sized circles or squares, etc. and put in categories.

LESSON 48

Warm-Up #3

Activity: Sequence jumps on geometric form Area: Form Perception

Equipment: Geometric shapes

Aim: To develop auditory memory and form identification

Procedure: Lay the shapes in a straight line on the floor. Give the child sequence moves such as: "Jump on the circle with two feet, backward on the square on one foot, then to the triangle." Change sequence for next child.

Observation: Does child confuse forms?

Correction: Do form box activities.

Observation: Does he confuse sequence?

Correction: Do less of a task and structure activity by saying, "First____, second____," and have him repeat.

Activity: Sequence jumps on trampoline Area: Bilateral

Equipment: Trampoline

Aim: To develop auditory memory and bilateral movement

Procedure: Using spotters, child bounces in the middle of the trampoline. Give him sequence such as: "2 seat drops, 2 bounces, 3 knee drops, balanced stop." (Seat drop: As child drops to seat he extends legs straight out in front of him, seat touching trampoline before feet, hands on each side for balance. Come back to feet after each drop.)

Observation: Can child do legs forward then legs back?

Correction: Do activity with stop between seat drop. Also work on forward-backward jump.

Activity: Lacing shoes Area: Fine Motor

Equipment: Shoes with laces

Aim: To develop incer grip and eye-hand coordination

Procedure: Have each child unlace then lace and tie shoe.

Observation: Can child hold lace with thumb and index finger?

Correction: Do squeezies and clothespins.

LESSON 49

Warm-Up #3

Activity: Discrimination of shapes Area: Form Perception

Equipment: Chalkboard

Aim: To identify and discriminate shapes

Procedure: Teacher draws geometric shapes on chalkboard, including two triangles, one upside down. Have child find and fill in all triangles.

Observation: Does child fill in shapes other than triangles?

Correction: Do activities with cut out geometric shapes where he feels and labels the shape. Also, use form box and play Perfection game.

Activity: Balloon toss Area: Visual Motor

Equipment: Balloons

Aim: To develop eye-hand coordination with a slow moving object

Procedure: Have child toss balloon above head. Using hands, see how long he can keep balloon off the floor. Child must stay in personal space. For variation, have child on rocking board.

Observation: Can child keep balloon up?

Correction: Do suspended ball activities but also demonstrate and tell him how to tap balloon.

Activity: Breaking balloons Area: Body Awareness

Equipment: Balloons

Aim: To develop awareness of possibilities in body function

Procedure: Have child place balloon on floor. Have him attempt to break balloon, using body, hands, feet, etc.

Observation: Do activities that move a body part in a variety of ways, such as, "How many ways can you move your wrist, elbow, neck, etc.?"

LESSON 50

Warm-Up #3

Activity: Can you? Area: Form Perception

Equipment: Geometric shapes

Aim: To distinguish and identify various forms

Procedure: Use shapes placed flat on floor. Provide verbal challenges-examples: "Can you walk a large rectangle? Show me how you can hop two times inside a small circle." For children needing greater challenge, use two tasks in sequence. Examples: "Can you jump three times inside a square, then walk backwards on a triangle? Who can balance on one foot inside a red circle, then balance on one hand and one foot inside a green square?"

Observation: Does the child go to the right shape?

Correction: Have child feel and verbalize difference of shapes. Use form box. Also go through labeling sequence.

Activity: Balance beam pick-up Area: Balance

Equipment: Balance beam, bean bag

Aim: To develop balance with a changing center of gravity

Procedure: Walk to center of beam, pick up bean bag, put it on head, walk to end of beam, turn around without stepping off, walk to center of beam, put bean bag back on beam, walk on to end.

Observation: Does child lose balance when picking up bean bag?

Correction: Do activity on floor, standing on both feet, then one foot. Also, do animal walks where body is in position other than erect.

Activity: Clay cut Area: Fine Motor

Equipment: Clay, scissors

Aim: To develop fine motor muscle control in hands and grip

Procedure: Children flatten out clay on table then cut it with scissors. Have them cut out geometric shapes or noodles, etc. Also, have them cut specific number of pieces.

Observation: Can child get thumb and finger to work together?

Correction: Place your hand on child's and pattern the movement for him. Also, have the child do squeezies and squeeze clay.

LESSON 51

Warm-Up #3

Activity: Open and drop Area: Fine Motor

Equipment: Clothespins, large mouth or plastic jar or bucket

Aim: To develop forefinger-thumb grip

Procedure: First have children squeeze clothespin open several times then have them hold it nose level and drop it in the bucket.

Observation: Does the child grip with fingers to heel of hand?

Correction: Stress for finger-thumb grip and praise when child does it correctly. Have him close the clothespin with last three fingers extended. Another activity which will help is to have the child work with peg board, picking up small pegs.

Activity: Poi Poi twirl Area: Fine Motor

Equipment: Poi Poi balls

Aim: To develop dexterity of the wrist

Procedure: Have children swing a poi poi ball in each hand. Swing the balls in front, behind, arms crossed, etc. using wrist only to swing balls.

Observation: Does the child use whole arm?

Correction: Hold child's arm so that he must use his wrist. Have him hold elbow firm at side of body and swing balls.

Activity: Making body into shape Area: Form Perception

Equipment: Rope

Aim: To develop awareness of parts which make up a whole form

Procedure: Have child work alone or in pairs and make different shapes out of his body such as: Circle, triangle, straight line, curved line, etc. Variation: Using rope, make shapes, letters, or numbers.

Observation: Does the child omit details?

Correction: Perfection game. Have another child or pair imitate body position and ask first group what is missing or wrong. Help them see the error and let them move the second group so that it is correct. Then they imitate second group's position.

LESSON 52

Warm-Up #3

Activity: Jump on geometric mats Area: Form Perception

Equipment: Mat with geometric forms

Aim: To develop identification of forms

Procedure: Have child jump a sequence of forms such as: "Jump on a triangle 3 times, then to square and backwards to the circle."

Observation: Does the child do the actions but on the wrong shape?

Correction: Do labeling procedure with the child. Tell what it is. Tell name and he identifies. Hold shape and ask, "What is this?".

Activity: Marbles Area: Fine Motor

Equipment: Marbles, hoops

Aim: To develop fine muscle control of the hands

Procedure: Place marbles or small wooden balls in a hoop. Each child has a marble of his own to shoot with. Children sit outside the hoop and take turns shooting at the marbles. See how many they can hit.

Observation: Does the child have difficulty flipping thumb?

Correction: Do extending and clinching fingers.

Activity: Perfection Area: Form Perception

Equipment: Perfection game by Lakeside

Aim: To develop discrimination of forms

Procedure: Perfection is a game with shapes. Child puts each shape in its cutout. No two shapes or cutouts are alike. The game has a timer and each child tries to get all the shapes in place before the timer goes off and pops all the shapes out.

Observation: Can the child match the shape to the cut out?

Correction: Do the game without using the timer. Also, have the child fit large geometric shapes in cutout, feeling and verbalizing the difference of the shapes.

LESSON 53

Warm-Up #3

Activity: Jacks Area: Fine Motor

Equipment: Jacks

Aim: To develop forefinger-thumb grip

Procedure: Drop some jacks on the floor or table. Have children pick them up one by one. Variation: Use a ball to play jacks, depending on age.

Observation: Does the child use all his fingers?

Correction: Have him hold last three fingers extended.

Activity: Scribble Area: Fine Motor

Equipment: Chalkboard

Aim: To develop relaxed control of wrist and finger muscles

Procedure: Let child scribble on board or use pencil and paper.

Observation: Is the child's hand and wrist rigid?

Correction: Have him do poi poi ball activities.

Activity: Doer, Listeners, Tellers Area: Visual Memory

Aim: To develop visual memory and auditory memory

Procedure: Five children sit in a row. Two on the end facing backward are listeners. Next two facing forward are tellers, and child in the middle is the doer. On your signal, the doer does a task and sits down. You may or may not limit equipment to be used. The tellers instruct the listeners how to perform the task the doer did. From the instructions the listeners in turn try to perform the task. If listeners can do the task, the children change positions. If not, the teller can reinstruct and his listener tries again. If listener can still not do task have the doer repeat the task as the listener observes. Then he does task.

Observation: Can teller remember and describe all the activities?

Correction: Help children use specific words to describe the action. Limit to simpler task.

LESSON 54

Warm-Up #3

Activity: Jumping sequence backwards Area: Auditory Memory

Equipment: Geometric forms

Aim: To develop identification of forms and auditory memory

Procedure: Place forms on floor. Give child instructions for jumping sequence. He must perform task jumping backwards. Variation: Jump sequence sideways. Have advanced students jump sequence in backward order.

Observation: Does child forget sequence?

Correction: Structure for him by holding up one finger and saying, "First ____, second____, etc." Also have him repeat instructions. If still too difficult, use simpler tasks.

Activity: Parquetry blocks Area: Form Perception

Equipment: Parquetry blocks and design cards

Aim: To develop ability to distinguish parts of whole and to construct whole from parts

Procedure: Child builds pattern by looking at card, turns it over and builds pattern from memory.

Observation: Can child build design?

Correction: Analyze where child made initial mistake and help him make that correction then let him work. Repeat process if necessary until he succeeds even if he only puts in last piece.

Activity: Trampoline-one minute Area: Body Awareness

Equipment: Trampoline, stop watch

Aim: To develop self-esteem through inner success and outward praise

Procedure: Allow one minute for child to perform. He can do whatever he wishes and tries to perform to best of his ability. Praise performance.

Observation: Does the child choose too hard a task for himself?

Correction: Praise progress at this task. Next time choose task for all group and structure at each child's level of success.

LESSON 55

Warm-Up #3

Activity: Pick-up sticks Area: Fine Motor

Equipment: Straws or pix sticks

Aim: To develop forefinger-thumb grip and wrist muscle coordination

Procedure: Using several straws or pix sticks, stand on ends then let them fall. Child is to pick them up one at a time, trying not to move any except the one he picks up. See how many he can pick up.

Observation: Does the child have too much tension in hand and wrist?

Correction: Put marbles in a pan of water and have him pick them up.

Activity: Obstacles and beam Area: Balance

Equipment: Balance beam, hoop, standard

Aim: To develop balance with distractions and changing center of gravity

Procedure: Place standard across beam and hold hoop on opposite end of beam. Child is to walk beam, step over standard, make a complete turn on beam, stoop down and go through hoop without touching, walk to end of beam. Repeat.

Observation: Does child fall off beam?

Correction: Use less distractions.

Observation: Does child fall when changing center of gravity?

Correction: Do static balance activities which includes stooping and stretching.

Activity: Flash and draw Area: Visual Memory

Equipment: Marked cards

Aim: To develop visual memory

Procedure: Make set of cards with all different shapes and lines: (lines-straight, crooked, parallel, perpendicular, diagonal, etc. shapes-square, circle, triangle, hexagon, etc.) Flash card before children. They must draw what they saw on paper.

Observation: Can child do task?

Correction: Have him verbalize what he saw.

LESSON 56

Warm-Up #3

Activity: Number circle Area: Academic

Equipment: Individual numbers

Aim: To provide experiences involving locomotion and equation

Procedure: Place numbers in circle with one number square in the middle of circle. Have children stand on numbers in circle and march, hop, or walk from number to number, stopping on auditory cue. Call on each child to add, subtract, or multiply his number by the number in the middle of circle.

Observation: Does the child avoid certain numbers?

Correction: Have group repeat each other's equations.

Activity: Describe and do Area: Academic

Equipment: Geometric shapes

Aim: To develop ability to describe essential elements of a whole

Procedure: Children take turns giving instructions for task to be done on shapes. They must describe shape without labeling or pointing to shape. Then child performs tasks.

Observation: Does child describe essential elements?

Correction: Have the child feel and verbalize elements that make the shape unique.

Activity: Spelling jump Area: Academic

Equipment: Trampoline

Aim: To develop ability to move and think at the same time

Procedure: Using spotters, give child words to be spelled while jumping on trampoline.

Observation: Can the child jump or spell but not at the same time.

Correction: Have child do this activity on the jumping board with your holding his hands and helping jump with hand pressure or have him do activity on floor. Also can have spotters spell word with him as he jumps.

LESSON 57

Warm-Up #3

Activity: Jump name on mat Area: Academic

Equipment: Alphabet mat

Aim: To develop awareness of sequence

Procedure: Have child jump name on mat. He may use blank spaces, but not other letters and must call out letters as he jumps on them.

Observation: Can child spell name?

Correction: Write his name on card and have him jump his name, looking at card.

Activity: Math jump Area: Academic

Equipment: Individual numbers, trampoline

Aim: To provide movement experiences involving numbers

Procedure: Show jumping child two numbers he must use in an equation and jump rhythmically as he states the equation with the answer.
Variation: May have child jump and count using even or odd numbers.

Observation: Does the child sequence the numbers?

Correction: Do activity with flash card. Have child jump equations on mat.

Observation: Can the child alternate count?

Correction: Have spotter say missing numbers, or have him just count straight.

Activity: Grandmother's trunk-ABC's AA BB CC Area: Academic

Aim: To develop auditory memory and provide experience with alphabet sequence

Procedure: Play Grandmother's trunk using ABC's. First child says, "I went to Grandmother's trunk and found___", starting with A and using a descriptive word as Angry Antelope. Next child repeats what first child found and add words of his own starting with B such as bouncing ball, etc.

Observation: Can child remember sequence?

Correction: Do auditory memory activities.

LESSON 58

Warm-Up #3

Activity: Jumping board Area: Academic

Equipment: Jumping board

Aim: To develop ability to move, remember, and time at the same time

Procedure: Have child jump rhythmically on jumping board while saying ABC's or counting aloud to given number.

Observation: Can the child remember series?

Correction: Say series with him while he jumps. Say with him softly when he knows, loudly when he has trouble.

Activity: 1st, 2nd, 3rd, 4th Area: Academic

Aim: To develop ability to identify

Procedure: Have children line up, one behind the other. Then touch each child as you say his position in line: 1st, 2nd, etc. Have child say his position. Then have child "scramble up" or move to a different position and have all say their new positions. May instruct child to move to 4th, 2nd, 1st, etc. position then children must get in line in that position.

Observation: Does the child repeat old position?

Correction: Put number mats on floor and have the child move on them to help him realize he has changed positions.

Activity: Fraction turns Area: Academic

Equipment: Trampoline

Aim: To develop ability to apply fractions

Procedure: Using spotters, instruct child to jump and make 1/4, 1/2, 3/4, or whole turn. May use left and right turns.

Observation: Does the child not turn proper amount?

Correction: Have the child stand on floor, you have hands on waist and physically turn proper amount. Then let child do turns by himself.

LESSON 59

Warm-Up #3

Activity: Verbalize action Area: Academic

Equipment: Geometric forms

Aim: To develop ability to verbalize motor action

Procedure: Have one child make up and perform activity on forms. Same child then verbalizes his procedures. May have another child describe procedure to first child for variation.

Observation: Can child describe essential element of action?

Correction: Have child do only one simple task. Structure by whispering task for child to choose.

Activity: Before and after sequence Area: Academic

Equipment: Trampoline or floor

Aim: To develop ability to apply before and after the number sequence

Procedure: Using spotters, have child jump in middle of trampoline. Give child a number and ask for number before or after given number. Example: Number 27. What is the number before? (26) What are the four numbers after it? (28, 29, 30, 31)

Observation: Does child have difficulty with before?

Correction: While jumping, have child count backwards from 10. Play rocket count down on 0, child says, "Blast off" and jumps higher.

Activity: Group word building Area: Academic

Equipment: 2 sets rubber alphabet letters

Aim: To develop awareness of sequence of letters in words

Procedure: Using 2 teams, place 1 set of letters on floor in front of each team. On auditory cue have first child of each team place a letter from the alphabet in front of his team. The next child finds another letter to add to the first letter which begins a word. Third child adds another letter, etc. The team which forms a 4 or 5 letter word first is the winner. Team cannot tell each other what word to make.

Observation: Does child place letters in possible sequence for word?

Correction: Help children see as a team they must all work toward a word.

LESSON 60

Warm-Up #3

Activity: Jump series of numbers Area: Academic

Equipment: Mat with numbers on it

Aim: To develop auditory memory

Procedure: Call out series of numbers for child to jump. Pause, call on child to repeat numbers and jump them in same sequence. For variation have child reverse sequence and jump it.

Observation: Can child recall sequence?

Correction: Do auditory memory activities. (Auditory Perception)

Activity: 5¢, 10¢, $1.00 Area: Academic

Equipment: Trampoline

Aim: To provide movement experience of math concept

Procedure: Using spotters, ask child to jump a nickel's worth, dime's worth, or nickel plus 2 pennies' worth. Count jumps aloud. Variation: For older children have them jump a quarter turn (1/4), half dollar (1/2), seventy-five cents (3/4), or dollar (whole) turns.

Observation: Can child apply math concept?

Correction: Hold hands and structure so you control number of jump. Can use floor or jumping board.

Activity: Grandmother's trunk-4 letter words Area: Academic

Aim: To develop auditory memory and provide experience with alphabet sequence

Procedure: Play Grandmother's trunk using ABC's. First child says, "I went to Grandmother's trunk and found (something starting with letter A)." Next child says, "I went to Grandmother's trunk and found (what first child stated and add something starting with letter B), etc." All words must be four-letter words. For variation: 1. Start in middle of alphabet. 2. Use unusual words.

Observation: Can child remember sequence?

Correction: Do auditory-memory activities.

Criteria and Evaluation Schedule

A 1-5 rating scale was used. 1-for severely impaired; 2-for mildly impaired; 3-for adequate; 4-for good; and 5-for excellent.

1st Week: SENSORY MOTOR - Brushing: Have children brush or rub every part of his body. Brush firmly, not lightly.

2nd Week: BODY AWARENESS - Log roll on mat: Roll straight down mat without rolling diagonally or rolling off.

3rd Week: DYNAMIC BALANCE - Walk down balance beam, eyes straight ahead, heel-toe.

4th Week: STATIC BALANCE - Stand on each foot for 8 seconds, not moving or touching foot to floor.

5th Week: LATERALITY - Lay on mat, point or touch leg or hand to raise. Child moves only one part of body. Check for any bleed over movement (moving right leg when only left leg should be moving).

6th Week: SENSORY MOTOR - Brushing: Children brush or rub every part of his body. Brush firmly, not lightly. (Compare with evaluation of 1st week)

7th Week: DIRECTIONALITY - Have children stand with their backs to you. Give instructions such as: "Raise your right arm, put left arm behind your back, put right toe on left foot, etc.". Check whether child is using the correct side of body.

8th Week: MIDLINE - Draw 2 dots on board 2½ feet apart. Child stands between dots and with chalk draws a line from left to right without moving feet or twisting body. Look for: Does child hesitate as he crosses midline?

9th Week: FINE MOTOR - Clip clothespins on line using thumb and forefinger. Stress use of thumb and forefinger only and not middle finger.

10th Week: VISUAL MOTOR - Use eye tracker. Can child follow marble with eyes smoothly? (Use ADAPT Movement Survey Criteria)

11th Week: EYE-HAND - Suspended ball (ball on string). Child keeps hand close to swinging ball without touching or stopping ball.

12th Week: EYE-BODY - Drop bean bag on child's head. Child lays on mat. Teacher stands over child with her feet snugly against sides of child and drops bean bag on child's head. Child is to dodge from one side to the other so bean bag will not hit him.

13th Week: AUDITORY AWARENESS - Bell location: Blindfold children. Teacher rings bell in different locations in room. Children point to where bell is ringing. See if children can recognize location of bell.

14th Week: FORM PERCEPTION - Draw geometric forms which teacher specifies. Check to see if form is correct. Stress using continuous line.

For second evaluation, may repeat these activities or choose another activity for these areas.

Group Evaluation Chart

NAME	SENSORY MOTOR	BODY AWARENESS	DYNAMIC BALANCE	STATIC BALANCE	LATERALITY	DIRECTIONALITY	MIDLINE	FINE MOTOR	VISUAL MOTOR	EYE-HAND	EYE-BODY	AUDITORY AWARENESS	FORM PERCEPTION

Home Activities For Parents

Activities should be relaxed and enjoyable for the child. Help the child succeed. Activities should be unpressured and non-competitive.

SENSORY MOTOR:

- Drying a child with a towel:
  1. Say parts of body as drying: "Arm, hand, fingers, etc.".
  2. Use terms like left and right as drying, such as: "Left arm, right hand, etc.".
- Trapping - Catch child in a blanket, gently push and pull child so he can regain his balance.
- Whirl child and have freeze (like game, "Pretty and Ugly"). Whirl child, release and say, "Freeze". Child must stop and balance in position.
- Help child note differences and similarities in rocks by looking and touching. Use such language as: smaller, larger, round, smooth, rough, long, short, etc.
- Have child sort silverware.
- Have child sort socks.
- Help child note differences and similarities in houses, trees, flowers, etc. Use language such as: color, size, shape, etc.
- Take a walk. Help the child locate sounds: dog barking; bird chirping; etc. Where is the sound coming from?
- Put water in two glasses at different levels. Tap the glass and let the child listen, then have the child close his eyes. You then tap one glass and have the child open his eyes and tell you which glass you tapped. Begin with only two glasses. Can use pans instead of water in glasses, but be sure sounds are very different to start with.
- Can also use piano, but begin with at least one octave difference.
- Have child match material of different textures by feeling.
- Have child maintain footing in muddy water.

BODY AWARENESS:

- Have child roll on rug or down a grassy hill.
- Somersaults.
- Have the child get up and down from sitting on floor without using his hands.
- Drying with a towel as stated above.
- Going through obstacles: furniture, trees, underbrush, boxes.
- Copying body positions of people or pictures.

BALANCE:

- Standing on one foot.
- Tiptoes.
- Walking curb.
- Walking beam.
- Climbing hills.
- Jumping.
- Hopping.
- Skipping.
- Shifting weight in skating.
- Bike riding.

BILATERALITY:

- Scrape carrots.
- Sharpen a pencil with a knife or sharpener.
- Wash hands with a rotating motion.
- Pop off bottle caps with a bottle opener.

DIRECTIONALITY:

- Riding in the car, the child locates objects by using left and right such as, "See the cow on the left".
- Teach the child to set the table. Start by giving the child the correct number of plates, glasses, forks, knives, and spoons. Place glasses and plates on the table in the proper place. Have the child put the fork, then the knife and then the spoon going from left to right. Later you put glasses and the child puts plates, forks, knives, and spoons. Later he puts glasses, plates, forks, knives, and spoons in that order. Later child should place the entire setting himself.

MIDLINE:

- Pick up clothes, wood, etc. from one side then set it down on the other side. Example: Pick up on left side then set down on right side.
- Catch bean bags with both hands reaching across the body.

AUDITORY:

- Record player playing softly while working.
- "What made that noise?" Take child for a walk when you hear a noise ask, "What made that noise?" Locate sound-from which direction did it come?
- When correcting speech just say the correct word to the child. Such as, If child calls a dog a cat, don't say, "No, that's not a dog"---just say, "That's a cat"---let child hear the correct sound.
- Labeling
  1. Tell the child the name, "Horse".
  2. Have him repeat the name while looking at the horse, "Horse".
  3. "Which animal is the horse?" Child points or in some way identifies.
  4. "What is that?" Child answers, "That is a horse."
- Box with objects - child holds up object and says, "This is a____"; "I have a____". Later you can use pictures. Later yet child describes what he has and you must identify. "You have a____." "It is a____."
- Association - Name all the things you might find at a grocery store, zoo, school, drugstore, etc.
- Have child tell you how to play a game, such as: tag, checkers, football.
- Twenty questions - can be played in a car, home, or on walks. Child must use sentence that can be answered yes or no. Start with something they can see.
- Use pictures or slides of the family on a vacation. Have the child tell about the pictures.
- Have the child repeat directions.
- Classification - Name three things, ask which doesn't belong in the group such as: potato, kite, airplane. Whatever the response is ask, "Why?".

- Grandmother's trunk - (memory) "In my grandmother's trunk I found a ____." Second person must remember what first person found and say it in a sentence then add another thing. Next person repeats first two items, "Then a ____, a ____, and a ____." Stop with 8 items to begin with.
- Prepositions - up, down, under, on, in, beside, above, below. Prepositions can be taught at the table by moving a spoon to show positions. Remember position should be relative to child's body.

VISUAL MOTOR:

- Eye tracking - Ability to follow with eyes a moving object.
- Marsden ball - A ball on string hanging from the ceiling or table top. Child lies on back under ball. Ball is swinging---up-down; back-forth; or around-around. Child follows with eyes without moving his head.
- Hand and Eye
- Catching objects - First level is ability to follow with eyes and catch a balloon. Second level is following and stopping with hands a rolling ball. Third level is catching a bounced ball. Fourth level is catching a bean bag. Fifth level is catching a thrown ball.
- Throw at a target.
- Throw for someone to catch.
- Bouncing a ball catching it with two hands. Dribbling a ball. Have the child standing, then kneeling.
- Dusting.
- Sweeping.
- Play with jacks.
- Scribbling.
- Tracing.
- Hammering.
- Pouring - Level one is to have the child pour rice from a pitcher to a glass. Level two is to have the child pour a liquid.

FINE MOTOR:

- Work in bread dough.
- Milking.
- Build with blocks.
- Stringing spools.
- Sewing.
- Cutting.
- Opening and closing clothespins with the finger and thumb.
- Tie shoes.
- Dressing---buttons, hooks and snaps.
- Pulling weeds.
- Playing in clay.
- Playing in sand.
- Shooting marbles.

FORM PERCEPTION:

Figure Ground - The ability to pick out.
- In a room or outside ask, "What can you name that is round?" "Name objects that are red; that are wooden; that are of paper, etc."

- Sorting clothes, silverware, buttons of different color or shape.
- Pick a particular can from the kitchen shelf.
- Catching a ball.
- Hidden pictures.
- Clean up after a cutting activity.
- Find a certain book on the bookcase; or a toy in the toy box.

Form Constancy - A triangle is a triangle no matter what size it is.

- Comparing sizes, use words like: tall, taller; wide, wider; short, shorter; thick, thin; narrow, long; high, low; also triangle, square, circle, oval, rectangle.
- Take walk - Compare sizes such as, "This tree is taller than that tree." "The tree on the right is thicker than the tree on the left." Have child put arms around the tree to feel the difference.
- Talk about shapes - square on sidewalk, square window, square house, etc. A square is a square, no matter what size it is.
- Give child an object, such as a can, bottle, potato, apple, ball, spoon, etc. Place objects of the same shapes, but of a variety of sizes at various distances. Ask child which is the same size as the one he is holding. When he has pointed to one, let him compare to besure if he is correct. Variation: Point to one taller, shorter, etc.
- Place glasses, can, etc. graduating in size from small, middle-size to bit.

VISUAL MEMORY:

- Use design blocks for making various patterns.
- Use 15 pictures that are cut out by each child and pasted on an individual card. The exercise is worked for 5 minutes in this manner. The child lays down three picture cards saying the name of the picture as he does so. As soon as the last card is said, he turns the picture cards over quickly and tries to remember the pictures.

He names the picture then turns over the card to see if he had recalled the picture correctly. Name from left to right. If all pictures were named correctly, then he places the fourth card down in the foregoing position naming it as he does so.

He does not name the pictures that were already there, but turns all of them over quickly. Again he tries to recall the picture, names it, and then checks to see if he was correct. Again if all pictures are named correctly, he again adds another card and continues in the same procedure and names the card he lays down, turn them over, recalls, and checks.

When five minutes are completed, he writes down his score (the number of pictures) on the table recalled. He begins again the next night with the pictures in a different order. Begin in the same manner as above.

This exercise can be done by the individual child himself without the parent being there. When the child says he has successfully completed

15 cards, check him out by you sitting and observing while he does the exercise. If the child can obtain a score of 10 pictures one can then proceed with letters of the alphabet, and work in the same manner. Words can also be used in this exercise.

POSITION IN SPACE:

- Body Awareness exercises.
- Left and right concepts. Laterality - Directionality exercises.
- Stringing beads.

SPATIAL RELATIONSHIP:

- Body Awareness exercises.
- Peg boards.
- Dot to dot.
- Pattern matching.

HAND AND EYE:

- Visual Motor exercises.
- Scribbling.
- Coloring - Filling in a form up and down or left to right lines.

SHADOW READING:

Sit with the child beside you. So as you read your voice goes into his ear.
Read with the child, pointing to the words as you say them.
Read softly when the child has no problem with the word, letting the child lead.
To help with fluency or with words the child does not know. You lead.
Read at a slow steady pace. You are the child's shadow---voice.
Read a chapter of a book with your child 5 nights a week at bedtime and note the difference in his reading.
If the book is difficult for the child, you read a page and then shadow read with him the next page. Make it an enjoyable experience.

HOW TO HELP YOUR CHILD CHOOSE A BOOK:

- Read a page in the middle of the book; if the child has trouble figuring out 5 or more words, he is not ready for this book yet.

MATH:

Money - Get pennies, nickels, dimes, and quarters.
- Teach how many of each in a dollar.
- Let your child handle money. If he wants to buy something for a dime ask, "How many pennies will you need?" "How many nickels?" "If I give you 4 pennies, how many more will you need?" Have child count change. Re-naming concept - "Can you give me 2 pennies if you have a dime?" No. Child must trade his dime for 10 pennies first.

Sensory Motor

Cat. No.	Article	Vendor	Price
SB-1	Sparring Bag 36"	S.D.E.	43.50
38	Fabric Set	E.T.A.	3.75
PEC1215	Tactile Board Set	J.A.Preston	10.95
	Feely Box	Self Made	-
	Pen Light	Variety Store	
	Squeezies		
	Sponges	Variety Store	
196	"Sandman's Land" Tape	D.L.M.	4.50
Other:	Scooter Boards - see Body Awareness		
	Barrels - see Body Awareness		
	Mats - see Body Awareness		
	Bells - see Auditory Awareness		

Body Awareness - Self Concept

EX219	Scooter Boards	Fast	12.50
	Barrels	Rex Sales	17.95
	Crawling Cubes	Fast	30.00
209	Body Concept Templates	D.L.M.	2.75
228	Position in Space Posters	D.L.M.	5.75
PEC1600	3 Section Training Mirror	J.A.Preston	320.00
PEC2706C	Cage Ball 30"	J.A.Preston	37.50
PEC2706B	Cage Ball 24"	J.A.Preston	28.50
PEC2760C	Playground Ball 8½"	J.A.Preston	4.00
PEC2760B	Playground Ball 13"	J.A.Preston	5.20
PEC2760D	Playground Ball 5"	J.A.Preston	2.25
1102LP	Snap Walls (10 unit set)	S. Sch. Sup.	112.00
	Filmstrip "A Walk in Another Pr. of Shoes"	CANHC	6.50
	Cones	VePed	26.00 (10)
	Elementary Jump Standard	Larry Black	29.70
	"Getting to Know Me" Set	Vaseco	33.95
ST-3	Spot Trainers 25x25x36"	S.D.E.	64.50
ST-2	Spot Trainers 20x20x28"	S.D.E.	54.00
BT-10	Bataca Bat	S.D.E.	18.95 pr.
20-J35	36" Play Hoops	Kato	19.44 doz.
C-281	Complete Kit Duso d-lc	Am. Guidance	95.00
	Complete Kit Duso 2c	Service, Inc.	98.00
IM-2	Incline Mat	S.D.E.	160.60
229	Bean Bags	D.L.M.	3.00 set
E36	36" Cage Ball	Gym. Supply	50.00
Other:	Readiness Mat 4'x4'x7' - see Academic Skills		
	Readiness Mat ½"x48"x15' - see Academic Skills		

Auditory Perceptual Training

	Junction Boxes	Otasco	
	Ear Phones	Otasco	
	Ch. Master Cassette Recorder	Otasco	
197	Complete Auditory Training Kit	D.L.M.	260.00
197A	Auditory Memory	D.L.M.	62.00
197B	Auditory Motor	D.L.M.	74.00

197C	Auditory Figure-Ground	D.L.M.	45.00
197D	Auditory Discrimination	D.L.M.	70.00
197E	Auditory Imagery	D.L.M.	37.00
213L	Small 2" Bell	D.L.M.	.50
213M	Large 3" Bell	D.L.M.	.80
213D	Xylophones	D.L.M.	2.85
RB1208	Maracas	Rhythm Band	.95 pr.
RB723B	Rhythm Claves	Rhythm Band	.65 pr.
RB-1301	Junior Bongo	Rhythm Band	2.75
RB-1302	Medium Bongo	Rhythm Band	5.50
RB-1303	Large Bongo	Rhythm Band	7.50
33	Sound Box	E.T.A.	19.75
78	Double Series of 8 Full Notes (Montessori Bells)	"	54.50

Balance

EX215	Crawling Board	Fast	50.00
EX216	Rocking Board	Fast	14.00
	Jumping Board	Ideal	17.95
	Low Training Beam	School Spec.	77.00
	Stegel	Self Made	100.00
	Trampoline	Larry Black	165.00
	Tires	Local Salvage	-

Directionality - Spatial Relationships

	7 ft. Skip Ropes	Rex	1.45
	14 ft. Skip Ropes	Rex	2.65
217	Tak Tracks - Rubber Feet	D.L.M.	10.00
PEC4904	Dubnoff Program - 2 Directional Spatial Pattern Board Exercises	Teaching Res.	29.00
PEC2084A	Wristlet 1 lb.	J.A.Preston	3.95
PEC2084E	Anklet 2 lb.	J.A.Preston	4.95
16100	Directional Mats and Booklet	Teaching Res.	19.95
192A	Wrist Weights 1 lb.	D.L.M.	3.90
693	Magnetic Wrist Holder	E.T.A.	11.00

Visual Motor

261	Sponge Ball-Small	D.L.M.	.80
262	Sponge Ball-Large	D.L.M.	1.50
15-100	Pathway School Program 1 Eye-Hand Coordination Suspended Ball	Teaching Res.	15.00
3-402	EPC Complete Cassette Program	E.P.C.	129.00
763789	Chalkboard 8 ft.	School Spec.	53.00
20-H61	Lummi Sticks-Box of 24	Kato	5.00 bx.
20-H62	Poi Poi Balls	Kato	6.25
KBB	Stretch Nylon Bean Bags	Kato	7.00 doz.
	Pen Light	Variety Store	
TH-1	Thud Balls-3 lb.	S.D.E.	18.00
	Pop-A-Lots	Tupperware	2.65
	Medicine Ball	Gym. Supply	
Other:	Bean Bags (see Body Awareness - Self Concept)		

Form Perception

110	Colored Inch Cubes	D.L.M.	5.00
111	Colored Inch Cube Designs	D.L.M.	3.50
112	Designs in Perspective	D.L.M.	3.50
113	Large Parquetry	D.L.M.	3.25
114	Large Parquetry Designs	D.L.M.	3.75
115	Small Parquetry	D.L.M.	4.00
116	Small Parquetry Designs	D.L.M.	3.25
117	Plain Inch Cubes	D.L.M.	2.25
118	Plain Design in Perspective	D.L.M.	3.00
128	Pegboard	D.L.M.	1.50
150	Pegboard Designs	D.L.M.	10.50
129	Pegs	D.L.M.	2.75
179	Small Parquetry Design II	D.L.M.	3.50
180	Small Parquetry Design III	D.L.M.	3.50
PEC4806K	Geometric Shapes Floor Mats (Set of 6)	J.A.Preston	23.50
3710	The Frostig Program Box and Complete Guide	Follett	99.99
252	Peg Lace Board	D.L.M.	10.00
	Perfection Game	Otasco	
	Developing Learning Readiness	McGraw-Hill	
	Chalkboard Templates		7.50
	Moveable Melvin		12.50
	Tachistoscopic Flashing Device		29.95
43	Cabinet of Geometric Insets	E.T.A.	109.50
44	Tray to Hold Sets	E.T.A.	12.00
	Slant Boards	Fast	6.00
274	Pencil Grips (100)	D.L.M.	11.00
289	Multivariant Sequencing Beads	D.L.M.	7.25
203	Picture Lacing Boards	D.L.M.	5.75
133	Lacing Cards	D.L.M.	3.75
209	Action Symbols	D.L.M.	3.00
283	Chubbi-Stumps	D.L.M.	.60
290	Multivariant Sequencing Bead Patterns	D.L.M.	2.75
265	Tangram and Puzzle Cards	D.L.M.	6.00

Academic Skills

260	Sorting Box and Accessories	D.L.M.	21.00
	Stepping Stones - Lower Case	School Spec.	
	Stepping Stones - Alpha. Caps.	School Spec.	
11161	Stepping Stones - Numerals	School Spec.	6.50
11-0505	Alpha Board w/48 Alpha Keys	E.P.C.	45.95
11-0520	Math Boards (0-9) and 48 Thinkeys	E.P.C.	32.95
11-0535	Multiplication Board	E.P.C.	34.95
11-0525	Counting Board	E.P.C.	34.95
ID7619	Ideal Cross the Brook	School Spec.	12.00
206	Alphabet Motor Activities Book and Tape	D.L.M.	7.50
RM4	Readiness Mat - 4'x4'x7'	S.D.E.	85.00
RM2	Readiness Mat - ½"x48"x15'	S.D.E.	114.00
43	Cabinet of Geometric Insets	E.T.A.	109.50
44	Tray to Hold Sets	E.T.A.	12.00

List of Vendors With Addresses

Code	
	American Guidance Service, Inc., Publisher's Bld., Circle Pines, MN 55014
CANHC	California Assoc. for Neurologically Handicapped Children, Literature Distribution, P.O. Box 1526, Vista, CA 91083
D.L.M.	Developmental Learning Materials, 7440 Natchez Ave., Niles, IL 60648
E.P.C.	Educational Progress Corp., 4900 S. Lewis Ave., Tulsa, OK 74145
E.T.A.	Educational Teaching Aids, 159 W. Kinzie St., Chicago, IL 60610
	Fast Construction Company, Box 351, Fairview, OK 73737
	Follett Publishing Co., 1010 W. Washington Blvd., Chicago, IL 60607
	Gymnastic Supply Co., 600 N. Pacific Ave., San Pedro, CA 90733
	Ideal School Supply Company, Oak Lawn, IL 60452
	J. A. Preston Corp., 71 Fifth Avenue, New York, NY 10003
	Kato Supplies, Inc., Box 188, Lake Crystal, MINN 56055
	Larry Black Sporting Goods, Enid, OK 73701
	McGraw-Hill, Manchester, MO 63011
	Otasco
	Rex Sales Company, Inc., 2727 N.W. 10th, Oklahoma City, OK 73107
	Rhythm Band, Inc., P.O. Box 126, Fort Worth, TX 76101
	School Specialty, Salina, KS 67401
S.D.E.	Skill Development Equipment Co., 1340 N. Jefferson, Anaheim, CA 92806
	Stillwater School Supply, 823 S. Main, Stillwater, OK 74074
	Teaching Resources, 100 Boylston Street, Boston, MASS 02116
	Tupperware
	Vaseco, Incorporated, 2301 Classen, Oklahoma City, OK 73108
	VePed Traffic Controls, Inc., 11313 N. Broadway, Oklahoma City, OK 73114

Tests

ADAPT Movement Survey, Project ADAPT, Fairview Elementary School, Fairview, OK

Denver Developmental Test Kit, LADOCA Project and Publishing Foundation, Inc. East 51st Avenue and Lincoln Street, Denver, CO 80216

Purdue Perceptual Motor Survey, Charles E. Merrill Publishing Company, Columbus, OH 43200

Test Booklets and Manuals, Learning Concepts, 306 W. 16th St., Austin, TX 78701

Wepman Auditory Discrimination Test, Language Research Ass., 300 North State Street, Chicago, IL 60610

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BODY MANAGEMENT ACTIVITIES - Nissen Company
BUILDING HANDWRITING SKILLS IN DYSLEXIC CHILDREN - Academic Therapy Publication
BUILDING SPELLING SKILLS IN DYSLEXIC CHILDREN - Academic Therapy Publication
CAN'T READ, CAN'T WRITE, CAN'T TALK TOO GOOD EITHER, Louise Clarke
CARING FOR THE GIFTED, Dickinson
DEVELOPMENTAL SEQUENCE OF PERCEPTUAL-MOTOR TASKS, Bryant J. Cratty
DISCREPANCY EVALUATION, Provus - McCutchan
EARLY CHILDHOOD LEARNING TOOLS, Valooto - Mead Educational Services
EDUCATING CHILDREN WITH LEARNING DISABILITIES, Frierson and Barbe - Appleton-Century-Crofts
FOURTEEN REMEDIAL READING METHODS, Thaddeus M. Trela - Fearon
GIFTED AND TALENTED CHILDREN: PRACTICAL PROGRAMMING FOR TEACHERS AND PRINCIPALS, Syphers - The Council for Exceptional Children
GUIDELINES TO TEACHING REMEDIAL READING, Pope - Book-Lab, Inc.
A HANDBOOK FOR DEVELOPING PERCEPTUAL-MOTOR AND SENSORY SKILLS THROUGH BODY MOVEMENT, Lovell McCulloch - Austin Writer's Group
HELPING THE GIFTED CHILDREN, Witty and Grotherg - S.R.A.
I'M O.K. - YOU'RE O.K., Thomas A. Harris, M.D.
INTRODUCTION TO THE GIFTED, Hildreth - McGraw-Hill
KID'S STUFF, Forte and MacKenzie
LEARNING DISABILITIES, McCarthy and McCarthy - Allyn and Bacon
LEARNING DISABILITIES, EDUCATIONAL PRINCIPLES AND PRACTICES, Johnson and Myklebust - Grune and Stratton
LEARNING DISABILITY: AN EDUCATIONAL ADVENTURE, Newell Kephart - Kappa Delta Pi Press
LEARNING THROUGH INDIVIDUALIZED TRAMPOLINE ACTIVITIES, Nancy R. Miles - D.L.M.
MAINSTREAMING: EDUCABLE MENTALLY RETARDED CHILDREN IN REGULAR CLASSES, Jack W. Birch - University of Minnesota
THE MONTESSORI METHOD, Maria Montessori - Schocken
DR. MONTESSORI'S OWN HANDBOOK, Maria Montessori - Schocken
MOTOR PERCEPTUAL MOVEMENT PATTERNS, Krause and Olson - Crescent Printing Co.
MOVEMENT EDUCATION: THEORY AND PRACTICE, Frostig and Maslow - Follett
MOVEMENT OF THE YOUNG CHILD - Ages 2-6, Sinclair - Merrill
MOVING, MOVING, MOVING ABOUT - Stillwater School Supply
PARENT EFFECTIVENESS TRAINING, Gordon - Wyden
PERCEIVING, BEHAVING, BECOMING - N.E.A.
PERCEPTUAL AND MOTOR DEVELOPMENT IN INFANTS AND CHILDREN, Bryant J. Cratty - MacMillan
PERCEPTUAL-MOTOR EFFICIENCY IN CHILDREN, Cratty and Martin - Lea and Febiger
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SPEECH CORRECTION, PRINCIPLES AND METHODS, Van Riper - Prentice-Hall
THE TEACHER OF BRAIN INJURED CHILDREN, Cruickshank - Syracuse University
TEACHING THROUGH SENSORY MOTOR EXPERIENCES, Arena - Academic Therapy Publication
THINKING GOES TO SCHOOL, Furth and Wachs - Oxford